

The BUSINESS EDUCATION World

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The **BUSINESS** **EDUCATION** *World*

DL XX

APRIL, 1940

No. 8

The Consumer Education Movement

A Report of the St. Louis Meeting Of the Consumer Education Association

HAROLD F. CLARK and GORDON McCLOSKEY

... Effective consumer education must cross many traditional subject-matter lines. The tendency of several subject matter groups to feel that consumer education is a field in which they have special or exclusive license to graze by right of precedent or discovery has caused the Association considerable concern.

... No one is quite sure just what should and should not be included in a definition of consumer education. Broadly interpreted, it might include all of life and education.

THE Consumer Education Association met in St. Louis on February 23, 1940, to discuss further its policies and functions in relation to the rapidly growing consumer movement.

The panel discussion scheduled for the morning turned into an open forum. Educators from almost every part of the United States suggested lines of action and policies that can be expected to pump additional life into the consumer-education movement. Regardless of personal attitudes toward this movement, it appears to have reached a stage where it must be recognized as a force that will affect the work of many groups—teachers of business subjects, social-studies teachers, science and mathematics teachers, teachers of home economics, teachers of fine and industrial arts, and teachers of other subjects.

Dr. Harald G. Shields, of the University of Chicago, pointed out that there are three areas of consumer education: (1) choice making, (2) market selection, and (3) the

general rôle of the consumer. He indicated that different parts of the school program could best deal with these aspects.

Other speakers suggested the difficulties of defining the scope of consumer education or the best possible route for the Association to take. Numerous cautions against making immediate decisions that might not be based on the actual facts and needs were considered. It should not be assumed, however, that the expressed cautions are resulting in a failure of the Association to act. Some pointed descriptions were made of areas in which consumer education will obviously find itself at home.

Evidence that approximately two-thirds of the American income is spent for food, clothing, and housing was cited as an indication that schools and other consumer-education agencies, if they are to make any pretense of fulfilling their purpose, must certainly focus large amounts of energy on those three fields.

Other areas, such as health and recrea-

tion, were recognized as being of equal human importance. Indeed, with two-thirds of our people suffering from one or more preventable ailments because of their ignorance regarding the use of even the diet and housing devices, health is evidently an area where much additional work is needed. Likewise, in a world where most of our time has become leisure time, in a world where recreation is a six-billion-dollar-a-year industry, this area of life must be dealt with if consumer education is not to be a farce.

Some members of the Association suggested that contemporary facts of need make it necessary to center a major percentage of educational work on these five areas, food, clothing, housing, health, and leisure. Whether or not such a development can proceed rapidly in the near future depends, of course, upon the rapidity with which school officials will recognize schools as agencies responsible for training students to live intelligently, with respect to how they eat, how they are housed, how they are clothed, how they protect their health, and how they spend that life-currency, leisure time.

Regardless of the reaction of teachers and school officials to these proposals, no one would be likely to deny that improvement of living in the five areas mentioned is part of the consumer-education task. Whatever additions may be made to these objectives,

none of those listed may be reasonably excluded.

Many positive suggestions were advanced regarding the kinds of activity that can logically be encouraged within the framework of areas such as those just considered. Dr. Benjamin R. Andrews, of Teachers College, Columbia University, contributed a point upon which, among thoughtful persons, there has long been agreement but as yet very little activity. His reasoning ran as follows:

There is a basic weakness in the traditional production-distribution-consumption pattern of thought. People habitually regard the consumption end of this process as being satisfactorily fulfilled when products are shrewdly selected. As a matter of fact, selection is only a preliminary factor of consumption.

Furthermore, selection and consumption are not synonymous. The very essence of consumption lies in the use to which selected articles are put. High-quality clothes, radios, or food chosen scientifically may be so misused as to result in more human harm than good. For this reason, consumer education cannot fulfill its basic purpose by simply helping people master the mechanical techniques of selecting high-quality products. Additional emphasis must be placed on actually using the selected products in ways that will yield maximum satisfaction.

The precepts of John Dewey were paid



HAROLD F. CLARK

ABOUT THE AUTHORS

Doctor Clark: Ph.D., Columbia University; further study in Indiana University Law School and the London School of Economics, University of London. Since 1928, professor in charge of educational economics, Teachers College, Columbia University. A member of many learned societies, author of many books on economics and education, editor of several yearbooks, contributor to three encyclopedias, author of a number of articles in technical and popular magazines.

Doctor McCloskey: Professor of economics, Alabama College, Montevallo. Ph.D., Teachers College, Columbia University. Member, editorial board of the Consumer Education Association. Author of a book on economic instruction and several magazine articles. Participated in the National Survey of School Finance; held membership in the National Committee on Economic Instruction. Formerly taught in the Lincoln School, New York City; Ridgewood (New Jersey) High School; Junior High School, Duke Center, Pennsylvania. Hobby: pottery.



GORDON MCCLOSKEY

tribute. Numerous persons emphasized the conviction that, in whatever areas consumer educators decide to work, much instruction should take the form of activity. These proposals were closely linked with others arising from recent tendencies toward integration. Proposed activities, such as visiting stores and making laboratory tests, were envisioned as methods by which widely varied traditional subject matter might be applied. The essential place of applied materials from mathematics, science, writing, home economics, business education, social science, and art in a program of this type was conceded.

The fact that effective consumer education must cross many traditional subject-matter lines was recognized. The tendency of several subject-matter groups to feel that consumer education is a field in which they have special or exclusive license to graze by right of precedent or discovery has caused the Association much concern. Among most members there is virtual agreement that, if the movement is to fulfill its most logical purposes effectively, the skills and efforts of workers from many fields will be required. This apparently means that, by the very nature of its task, consumer education must be viewed as a movement to which the various elements of the entire school organization will contribute co-operatively.

This point of view should not be construed to mean that the Association is of the opinion that consumer education is all of education. On the contrary, the Association wishes to guard against any such impression. It most certainly will not defend such a position. The fact that the movement will probably make its greatest long-term contribution by finding a serviceable, rather than a privileged, place in the school program is recognized. On the other hand, in the immediate future, enough emphasis to acquaint school workers with the facts regarding the logical place for a genuinely functional program of consumer instruction should not be regarded as overemphasis. Until the social values of this effort are fairly appraised, and until school programs and instruction methods are adjusted to fit

the real facts and the real need, some over-emphasis may be in order. The history of other successful educational movements indicates that this emphasis can be and should be temporary. Its object is only to acquaint teachers and administrators with the as yet unrecognized need for this type of instruction and not to create another rigidly vested interest.

Another point discussed at length was that of using materials from all subject-matter fields and at the same time presenting the information and activities in forms and patterns that will enable and stimulate students to undertake the solution of their own problems. For the past two decades, two large possibilities have been considered by thoughtful groups.

First, some have argued that traditional subject matter from established fields, such as mathematics, business education, science, art, social science, and home economics, should be assembled around functional areas of health, housing, food, and recreation. This undoubtedly was a step toward bringing the school program more in line with the life problems it is to help people solve.

The persons who suggest this procedure apparently assume that the content of the traditional subjects will enable the average consumer to develop his powers of making choices and utilizing his purchases wisely. This proposal and these assumptions were voiced by some members of the Association.

An alternative proposal was also examined. Some members of the Association feel that the content of the traditional subjects cannot be expected to help consumers improve their practices. This group made recommendations that undoubtedly are strengthened by the well-known fact that the content of traditional subjects was developed years ago, when school enrollments were small, to fit the preparatory needs of that select group. Quite obviously, subject matter selected for that purpose cannot be expected to provide the masses of students now in school with a basis for selecting and using goods and services more wisely. It was never intended to do that.

With these facts as a background, this second group pointed out that simply se-

lecting usable materials from established subject-matter fields will not be enough to enable consumer educators to do the job. In addition, new bodies of subject matter that have not yet appeared as the property of any academic group must be developed. These materials will need to be selected deliberately for the purpose of providing people with the information, techniques, attitudes, and habits upon which reasonable consumption depends.

While some members of the Association stressed the need for new sets of materials, most persons present agreed that the present movement toward setting up special courses in consumer education should be regarded as only a temporary technique, valuable chiefly as a means of getting consumer materials introduced into school systems. The idea that eventually new materials, fitted to real need, should become part of the general school program was considered by most members as being more acceptable. This point of view was supported by the observation that there are at present too many courses separated from the context of real life. Consumer education should become an integral part of a more functional program, more closely related to real life.

The Association also went on record as being aware that consumer instruction, like any other genuinely functional type of schooling, must be based on careful analysis of the community in which it must operate, if it operates. Of course, there are some areas of consumption in which the national pattern is more or less uniform. For example, instruction regarding the purchase and use of a radio would, on the whole, be much the same in Maine and Southern California. Even here, variations in the offerings or domination of local stations will probably condition instruction regarding use. Radios, however, are one of the exceptions. Casual analysis reveals the rather startling fact that there are very few goods or services that can be consumed nationally on so uniform a pattern.

Surely, realistic instruction regarding the large areas of health, food, clothing, housing, and recreation will vary tremendously in various localities. Of course, problems

such as the selection of canned foods are somewhat the same in Seattle and Miami. But the availability and prices of various kinds of meat and vegetables will obviously vary at almost all points between those two cities.

Variations in local customs, habits, and climate will also condition instruction needs. Not only will different foods be available in different localities at different prices, but the food needs and the methods of sale will also vary. People in southern Mississippi do not need the same types of food as people in northern Michigan. It is a matter of fact that methods of sale and purchase differ greatly in the two states. Variations in food habits will most certainly have to be considered by those who wish consumer instruction to make a difference in the way people eat. In most cases, a systematic respect for existing food customs, nutritionally indefensible as they may be, will be one of the first steps in making any change for the better. A similar analysis of instruction needs in the areas of health, housing, clothing, and recreation can be made.

Likewise, in any one region, there will need to be an essential difference between urban and rural instruction. In the poorer rural areas, the greatest chance of improving consumption most rapidly in the near future is by improving methods of home production. This is especially true in health, food, and housing. This fact, which has long been emphasized by home-economics and vocational-agriculture workers, probably applies more or less equally to both rural and urban areas when the consumption of leisure is considered. Even in clothing, home production offers possibilities for raising the standards of the lower-income groups in both city and country.

Ideally, it may appear somewhat inconsistent to emphasize home production in an age of specialized machine production. When a system of distribution that will enable all persons to profit from technical proficiency is developed, the Consumer Education Association will probably be among the first to recognize the inefficiencies of home production. The Association

will probably be willing to assist in hastening the development of such a system. Between now and the arrival of that time, however, realistic instruction should assist consumers in using whatever powers they now have to produce for themselves. This idea is recognized as the "self-help principle"—if it must have a name.

The problem of designing a program of instruction to meet more adequately the needs of the lower-income groups was examined by the Association. The evidence cited indicates quite clearly that this problem presents an urgent need. Actual investigations of study courses, textbooks, and general materials reveal that to date most of what has been done in consumer education fits the needs of only those families that have above-average incomes.

Donald E. Montgomery stressed this point in his address when he said, "You don't buy clothes as you please if the clothing allotment for the whole family is less than \$2 a week. You don't buy food as you please when you have less than 10 cents a person a meal to spend for it."

It is well known that income limitations inflict still more serious handicaps on the lower-income groups when health and housing are being purchased. Quite obviously, a major task facing consumer educators is to provide instruction that will enable these groups to improve their lot.

The Association has no quarrel with those who insist that the answer to the foregoing problem is to raise incomes. It does, however, wish to face the fact that, economic inertia being what it is, incomes are not likely to be raised greatly in the near future. Within this set of facts, Department of Agriculture studies indicate that great improvement can be made in the uses to which low incomes are put. To provide some instruction that will help do this job is obviously one task that can and should be performed by consumer educators under existing conditions.

Using the discussions of the morning session and the luncheon session as a background, the afternoon meeting attempted to chart the next steps for the Consumer

Education Association. From the consideration of the problem, it is clear that much confusion exists in two areas. First, no one is quite sure just what should and what should not be included in a definition of consumer education. Broadly interpreted, it might include all of life and education. Obviously, if the movement is to exert a force, it must develop some clearer concept than has yet been developed of a definite area in which it will work.

There is also some confusion about distinctions that must be made between the purposes of the consumer-education movement in general and the more specialized purposes of the Association. This much seems clear at present—the Association cannot assume the task of providing consumer education directly. It now looks upon itself as a directive agency that will provide consumer education with whatever services can best be rendered by an association. A committee will be appointed soon to formulate a definite statement regarding what purposes the Association will and will not attempt to fulfill.

The Association recognizes the need of working out a broad system of relationships with other groups. No attempt is being made to influence or dominate the work of the many organizations already performing services of varying value to consumers. Members, however, expressed the need for some arrangement by which the work of related groups might be fairly described and appraised. The *Consumer Education Journal* is viewed as an organ that might provide some of these services.

Some method of arranging judicious cooperation between mutually interested consumer-education groups was also thought necessary. Obviously, if the Association views its work as being one step removed from the direct education of consumers, the very heart of its work will be determined by how it decides to work with other groups. Since the formulation of these plans was too big a job to be done hurriedly, it was decided to appoint a committee to prepare proposals for the consideration of the Association.



Pick Your Job and Land It!

Step 7. To Get Attention, Be Different

SIDNEY W. EDLUND

EDITOR'S NOTE—There are now over a dozen Man Marketing Clinics throughout the country, all affiliated with the original Man Marketing Clinic, Inc., founded in New York City in 1935 by Sidney Edlund.¹ All are interested primarily in the method of job-hunting. All provide this service without charge.

Three of these Clinics have been established by colleges. Miss Dorothy Dockstader, leader of the University Man Marketing Clinic, established in Chicago by DePaul University, writes: "Not a week passes that we do not have reports from people who have secured positions directly or indirectly through the Man Marketing Clinic."

Scribner's Commentator for April carries an interesting article about the Man Marketing Clinic, which has helped over twenty thousand men and women with their job campaigns.

MASS production today tends to cast us all in the same mold. There are thousands of cars just like ours, we meet our own hats and coats on the street, we have a horror of being "different." Yet every actor, every advertising man, every speaker, every society leader knows that if he wants to get attention, he must be different.

It is true of you, too. If you wish to be singled out from other applicants for the jobs you want, *you* must be different. I don't mean you must be startling in your appearance—unless appearance is a very important factor in the job. An attractive personality is important for every job, and appearance plays its part in personality. But the startling or bizarre in dress or appearance is seldom likely to help the sale. (Incidentally, it has been the experience of the

Man Marketing Clinic that it is seldom worth while to include a photograph with letters of application, unless it has been requested or unless the job is one in which appearance plays an especially important part.)

Since most jobs are sought by a number of applicants, every phase of your job campaign must be different from that of your competitors. If you insert an advertisement to get leads, attention should be given to layout and appearance, as well as to the wording of the ad.

As Soon As Miss Foster Was Specific

For example, Margaret Foster found it necessary to earn her own living when her father died. She was just out of school, but had not prepared herself for work. So she inserted this ad in the "Positions Wanted" column of the newspaper:

YOUNG LADY 19 wants work as solicitor or office worker; will consider anything. Write Z 276 Times.

The advertisement brought her a few leads, but no offers that she could consider, although she ran it for a week. Then Miss Foster heard of some of the principles developed in the Man Marketing Clinic. So she changed her ad to this:

PHONE SOLICITOR for selling or surveys; pleasing phone personality; voice soft and friendly; sales ability; salary only. Phone Horizon 2681.

She planned to run this ad for a week, but canceled it after four days, as she had received thirteen calls and had landed a good job.

The minute Miss Foster was specific about

¹ Author of *Pick Your Job—And Land It!*, Prentice-Hall, Inc., New York City, 1939.

the job she wanted and about her assets for that job, she stood out from her competition. The minute she offered a service instead of asking for a job, her approach was different enough to get her the job she wanted.

If you are answering a "help wanted" ad, remember that your letter may be one of two hundred replies. Your answer must be prompt; the paper, the layout, the typing must be unusually neat and attractive. If you answer squarely all the points mentioned in the ad, with specific evidence that you have the qualifications required, you will at once place your letter in the pile of possibilities. If you can manage to impregnate it with a little of your personality, you may be able to get it in the final file of those who are called in for interviews. If you can somehow make it pleasantly different from all the others, you stand a better chance of being chosen.

"I'll Be Waiting at the Telephone"

Such a case was given in *The Saturday Evening Post*.² A classified advertisement in the Sunday paper asked for "someone with the capacity to outgrow the job of secretary." The anonymous author writes:

"That was when I opened my portable typewriter and began to compose a letter with some of the desperate striving of one trying for sufficient inspiration to make an opera. 'You will get at least three hundred letters, sir,' I wrote, 'and I am well aware that if I am worth your time, I ought to save it now. Will you let me assort these letters for you and help you make a selection? I'll be waiting at the telephone to get your call.' On another sheet of paper I wrote a crisp biography and clipped it fast to my letter with a piece of folded brass. I took that application to the newspaper office, and on Monday morning I gambled by staying home. It was not quite ten when a 'cello voice spoke my name over the telephone, and I said, 'Oh, you are Mr. X R K.'

"He told me where to come—and I was there, confronting him in the space of twenty minutes.

"'You're hired,' he said, 'long enough

to pick the best candidate from this'—and he indicated with his palm a table on which there was a mound of letters. Inside of an hour I had all the letters crudely graded.

"'This is the best,' I said. What that letter described was a thirty-five-year-old jewel.

"Mr. X R K studied that letter with such care that I almost began to wish I had torn it up. Then he took the other five letters of the first group and read each one. After that he thumbed over some of the ones at the bottom of the pile. Abruptly, he grinned at me, and said: 'This is the sort of intelligent helping that I require. Now you tell me all about yourself, and unless you should reveal that you are just out of some reformatory, I think you are my secretary.'"

When you write a letter to send to a number of firms to get interviews, it should be a letter that only you can sign. If a dozen other people looking for that same job could sign your letter equally well, then it needs revision. Ask yourself what points of advantage you have that make you an especially good investment for the employer. Narrow your competition by this point, again by that point, until finally you have a letter that only you can sign.

"More Than Anything Else in the World"

For example, here is the letter that Jack Curry sent to the presidents of the leading railroads in the country:

Dear Mr.:

More than anything else in the world, I want to have a part in bringing the railroads back into their own. I am especially interested in the promotion side: getting more passengers and more freight. Naturally, I will have to work up to that.

Whenever I am in a railroad station I plan excursions that might prove profitable; I figure out groups of people who might be approached to develop profitable business. When I ride on trains I study whether the service is as good as could be rendered. I have talked with many truckers, and have some idea of what truck competition means.

I have a sound engineering training, with as many courses in railroading as I could get.

Experience? I have been president of my own miniature railroad for fifteen years. I know every engine you own; I have made scale models of

² A Secretary Looks at Her Boss," anonymous, *Saturday Evening Post*, August 8, 1936.

some of them. I know your important schedules; I think I know some of your problems.

In short, I have an absorbing interest that I believe I can turn into profits for your road. I shall call you Tuesday morning, and hope you will find it convenient to see me. (For out-of-town firms, change last sentence to: I shall appreciate very much a word from you, suggesting a time and place where I may see you or your representative.)

Sincerely yours, . . .

Jack had been warned that he would have a hard time landing a railroad job without experience. But his letter dramatized so well his unusual interest in the work that he obtained a satisfactory number of interviews. Of course, the presidents didn't see him personally; he was usually referred to the employment department. His campaign resulted in two offers; one of them was just what he had hoped for.

If your interviews are confined to answers to the employer's questions, you are not likely to seem outstanding unless you have had very unusual experience. But it is possible to appear different with little or no experience. The minute you show especial interest in the employer's product, or his problem, or his job, you step out of the crowd. Everyone has it within his power to find out a little about the companies he is to interview and their products.

A Grand Piece of Copy

Ned Burch wanted to write copy for an advertising agency—a very hard job to get, without experience. He felt the need of a selling tool to use in his interviews. He wanted to demonstrate his organizing ability by working up an attractive sales portfolio to show to the prospect. But what could he put in it? It happened that he had taken a well-known aptitude test, and that he had made an extraordinarily high rating in the aptitudes most needed in his chosen work. So he built his portfolio around those tests, using his rating and the value of those aptitudes in his copy-writing—which might have been very dull. But it wasn't. It was a grand piece of copy, one that would appeal to almost any advertising man.

This is an excellent way of being different: to demonstrate by your letter or portfolio the ability that you are trying to sell.

Typists can demonstrate one phase of their ability by neatly typed and well-spaced letters. Correspondents can illustrate their ability by an especially clear, concise, and well-worded letter.

A teacher wished to bring out his ability to make history interesting by means of blackboard sketches, so he illustrated his letter with a sketch. A statistician used in his portfolio several graphs and charts to demonstrate results of policies instituted after his figures had pointed out the need. The charts told their story so clearly and simply that they were a splendid illustration of his ability.

Don't Overdo

When I tell you to be different in all your job-hunting efforts, I do not mean that you should be bizarre. Everything can be overdone. A clever letter must be clever. Not many people can be really clever; nothing is worse than attempted cleverness that doesn't quite ring the bell. Moreover, there are plenty of employers who feel, "Let someone else take the clever fellow and I'll take the good hard worker."

Judgment must be used in suiting the means to the purpose and to the prospect. If you want a job where originality is needed, then an original approach is more important. When your approach can tie in with the job, so much the better. If you are approaching advertising and merchandising executives, a clever approach is more likely to be appreciated.

These points were well illustrated by a letter campaign used by a young man who wanted a sales job with a good manufacturer of grocery-store products. He obtained a bunch of brown paper bags from his grocer, and typed his letter on them. Certainly it was an unusual approach, but one that tied in closely with the job he wanted and that stood a good chance of appealing to the sales managers to whom it was addressed.

A young man who wanted to do promotion work for a concern manufacturing fancy colored papers built his portfolio of their elaborate papers, using cutouts to illustrate some excellent copy. It was a fine example of promotion ability, and could hard-

ly fail to impress that particular prospect.

But your letter and your portfolio do not have to be clever or show great originality in order to be different. Your letter *will* be different if it points your experience clearly toward the job you want, in simple straightforward style; if it has concrete examples showing your assets for the job; if it somehow catches the feeling of your personality; if it is pleasing to the eye. All who use the portfolio method, or some other well-organized plan of outlining their abilities, thereby demonstrate organization and sales ability. So few applicants for positions make much attempt at an organized campaign that you are outstanding the minute you organize yours. When you appeal to the prospect's eye as well as his ear, when you appeal to his sense of orderliness and organization, you have made yourself different.

THE second national conference on consumer education was held at Stephens College, Columbia, Missouri, on April 1, 2, and 3, under the auspices of the Institute for Consumer Education.

The conference will be reported in the May issue of the B.E.W.

Among the commercial educators participating in the conference were Professor Frederick G. Nichols, of Harvard University; Loda Mae Davis, of San Mateo (California) Junior College; Dr. McKee Fisk, of Oklahoma A. and M. College; and Joseph DeBrum, of Sequoia Union High School, Redwood City, California.

Mr. DeBrum has been granted a fellowship by the Sloan Foundation and has just concluded a month's graduate study at the Institute for Consumer Education.

The governing committee of the Institute, of which Dr. W. W. Charters, of Ohio State University, is the chairman, has issued a statement of policy of such importance that we are passing it on in full to our readers.

A STATEMENT OF POLICY OF THE INSTITUTE FOR CONSUMER EDUCATION

1. We accept the following definition of consumer education: "Consumer education is development in attaining the maximum individual and group satisfaction for time, effort, and money expended."

2. We hold that consumer education, thus defined, will increase the efficiency of the system of free enterprise and will have a beneficial effect on public economic policy.

3. We consider that individual development for

the ends in view can take place only through: (a) a realistic comprehension of one's own personality and position in life; (b) an intelligent understanding of the workings of the economic order; (c) a consciously trained ability to analyze and appraise accurately the competitive claims for goods and services offered as necessities, comforts, or luxuries of life.

4. The Institute is concerned with the development of consumer education as thus described. Its facilities are for the use of students and educational institutions and organizations. Its publications, although available to the public, are developed primarily as materials for the use of those engaged in consumer education. Likewise, its conferences are open to all who wish to attend, but they are organized and conducted in accordance with the particular needs and desires of teachers, economists, and others professionally interested in the education of consumers.

STONE College, of New Haven, Connecticut, recently celebrated its seventy-fifth anniversary. The school was founded in 1864 by Thomas Stevens and Charles Wells, as the United States College of Business and Finance. The name was changed later to the National Business College, then to the Yale Business College.

The first woman student was admitted in 1882, to study telegraphy. Three years later, when typewriters came on the market and shorthand was added to the curriculum, the enrollment of women increased.

In 1901, Nathan B. Stone, who is still president of the institution, purchased it and changed the name to Stone College. The institution has had some 35,000 students and enrolls about 500 students each year.

ALL State Teachers College held its twentieth annual invitational conference of Indiana business teachers on February 9 and 10. The central theme of the program was "Tested Teaching Procedures."

At the dinner meeting that opened the conference, Dr. Hamden L. Forkner, of Columbia University, spoke on "Challenges to Business Teachers."

Appearing on the general program were Clyde I. Blanchard, managing editor of the *BUSINESS EDUCATION WORLD*; F. H. Elwell, University of Wisconsin; Dr. Forkner; and Albert Tangora, Royal Typewriter Company.

The program was under the direction of Inez Ahlring, of Reitz High School, Evansville, president for 1940. The officers elected for 1941 are as follows:

President: Harry Hatcher, Mishawaka High School.

Vice-President: George Wagoner, Manual Training High School, Indianapolis.

Secretary: Mary Dunn, Alexandria High School.

Relation of the Newer Purposes of Education to Business Education

No. 4—Objectives of Civic Responsibility

BENJAMIN R. HAYNES and HERBERT A. TONNE

WE have discussed previously the relation of the objectives of self-realization, human relationship, and economic efficiency to business education. In this final article, we shall consider the implications of consumer economic efficiency and civic responsibility to business education.

The consumer economic-efficiency objectives were listed in detail in last month's article. They are, briefly: (1) ability to plan one's economic life, (2) guidance of expenditures in terms of previously determined standards, (3) efficiency in buying, and (4) capacity to protect one's economic consumer interests.

The objectives of civic responsibility listed by the American Policies Commission are as follows:¹

Social Justice. The educated citizen is sensitive to the disparities of human circumstance.

Social Activity. The educated citizen acts to correct unsatisfactory conditions.

Social Understanding. The educated citizen seeks to understand social structures and social processes.

Critical Judgment. The educated citizen has defenses against propaganda.

Tolerance. The educated citizen respects honest differences of opinion.

Conservation. The educated citizen has a regard for the nation's resources.

Social Applications of Science. The educated citizen measures scientific advance by its contribution to the general welfare.

World Citizenship. The educated citizen is a co-operating member of the world community.

Law Observance. The educated citizen respects the law.

Economic Literacy. The educated citizen is economically literate.

Political Citizenship. The educated citizen accepts his civic duties.

Devotion to Democracy. The educated citizen acts upon an unswerving loyalty to democratic ideals.

Teaching the fundamentals of planning one's economic life is a significant area for service in business education. The economic security of the mass of our population is not satisfactory. Loss of position, illness, and many other factors are unpredictable. However,

... there is no inconsiderable area for individual care and discrimination in planning and operating the economic phases of life. Not all economic insecurity is due to unemployment and illness. Foolish spending which yields no enduring satisfactions or advantages, general gullibility and thriftlessness, gambling against odds which can be stated only in astronomical terms—these undermine economic security and efficiency at all income levels and among all sorts of people. The educated consumer budgets his expenditures in the light of good principles as adjusted to his own particular circumstances and financial ability. . . .²

In providing training for economic citizenship, business education makes a worthy contribution to economic security. Through such training the student learns to realize that most borrowing is expensive, although sometimes necessary, and that installment buying is a form of borrowing. It teaches him to keep his cash account or checkbook. It enables him to use good sense in saving and in buying, and prepares him for a higher level of economic responsibility.

Almost as important as capacity for

¹ Educational Policies Commission, *The Purposes of Education in American Democracy*. Washington, D. C.: National Education Association of the United States and the American Association of School Administrators, 1938, page 108.

² *Ibid.*, pages 101-102.

economic planning are the availability of standards and the ability to use these standards in planning one's expenditures. In this area of citizenship education, business education has a place. Undoubtedly, teachers of home economics and the social sciences also should participate in this work. By no means should the determination of these standards "be entrusted to those interested in guiding demand for their own financial advantage."³

Teaching students to protect themselves as consumers is a third area of interest for business teachers.

Consumer-buying is now often a haphazard process characterized by mistakes and losses that can be corrected only by changes in the marketing process and by the education of the buyer. Here are involved questions of prices and price changes, quality, quantity, adulteration, substitution of one commodity for another, fashion and style, installment buying, and "sales resistance."⁴

We should make our students familiar with sales methods and should develop their capacity to evaluate the techniques for marketing that are now in general use.

In all the aspects of consumer education, sales promotion is today the dominant educative (or mis-educative) force. This force, by the very circumstances of its existence, is in the hands of personally interested parties who must seek to create effective and continuing demand for their goods or services. Advertising should, of course, be truthful but, even if misleading or "false" advertising were completely eliminated, the need for consumer education would not be met. Information and skill in choosing and buying are as important as information and skill in producing and selling. Consumer education is a universal need; it should be provided for all through the schools and not left to accidental learning.⁵

The education of the consumer is becoming increasingly recognized as a core function of the public school. We are now at a crucial stage in the development of this work. Will business teachers have the wisdom to participate in its development? Will they condone and even stimulate narrow departmental learning in a field of learning that cuts across all departmental lines? The

extent to which we meet this challenge within the next few years will be one index of our awareness of educational trends.

The most significant contribution that business education can make to the further attainment of objectives of civic responsibility is through the development of economic literacy—an understanding of economic life—and, as a result, an ability to evaluate the economic theories that are publicized and to weed out those that are unsound or fallacious.

During the prosperous period of 1922-1929, we were not so conscious of the interrelation of economic and political life, though the astute observer could always see how our economic prosperity eased the functioning of our political life. The era of depression has thoroughly awakened us to the fact that without economic success we cannot have political success. Even the small local businessman's income is affected by world conditions—world economics and world politics. We cannot be good citizens of our political community unless we are also good citizens of our economic community; and, to be such, we must have an awareness of the manner in which business is functioning and how it may be improved. Our local and national governments are, in the final analysis, nothing more than community businesses set up to conduct the business that is common to all of us. A study of the wiser methods of business should aid us in taking whatever steps are necessary to make sure that our governmental organizations perform their work in closer agreement with best business practices.

Economic literacy involves a recognition of the fact that expenditures must eventually be balanced with income—in governmental as well as in individual life.

Economic literacy requires an awareness of the typical fallacies generally accepted, such as the conception that the development of machinery takes away jobs from men or that the employment of women reduces the opportunities for employment for men. These erroneous conceptions cause considerable havoc in the hazy economic understandings of the typical citizen. Along with breaking down these fallacies there should

³ *Ibid.*, page 103.

⁴ *Ibid.*, page 104.

⁵ *Ibid.*, pages 105-106.

be also a recognition of the occasional validity of these misconceptions. As a general rule, the gainful employment of women and the invention of laborsaving machinery increase our economic well-being; in specific cases they may be a detriment. The fallacy lies in the assumption that there are universal laws of economic activity that are always applicable.

The person who is economically literate has found out, by direct or vicarious experience, that wealth is produced by work; that goods and services usually vary greatly in quality; that some advertising is truthful, some false, and all of it interested first of all in selling goods, services, or ideas; that collective expenditures, in co-operatives or in public finance, for example, may be either good or bad depending on the attendant circumstances; that getting something for nothing, through gambling in any of its forms, always means that the other fellow gets nothing for something; that every dollar spent is an economic ballot voting for necessities or for trash; that war is uneconomic because it uses natural resources to destroy human resources; and that individual economic advancement through deceit or exploitation of others is unworthy of an honest man.⁶

Summary

There is need for better articulation of business education and general education. We have overdepartmentalized the work of business education.

Actually, business education is only a convenient segregation of certain learning activities placed in a unified program to serve certain common purposes. It permeates every other phase of education and is in turn served by other departments. The recognition of this is becoming more important as so much of the work of business education that was formerly specifically vocational is now primarily practical education in the best sense of the term.

General vocational education is now recognized as an integral part of the secondary school program. This arrangement is being made more than ever necessary by the fact that vocational education, which, in this sense, might better be called practical education, is becoming increasingly considered as an indivisible part of the entire secondary school program.

⁶ *Ibid.*, page 117.

As the Educational Policies Commission indicates, "... vocational education at the secondary school level is too often regarded as entirely separate from the general or common educational program."⁷ This is a serious indication "... of the lack of unity in American Education. An ability and a willingness to keep the whole educational program in full view need to be systematically cultivated."⁸

Even specific job training, although it may be given on an intensive basis, cannot be given without careful thought of the previous general education of the student.

AS we go to press, word reaches us of the promotion of Dr. William R. Odell to the assistant superintendency of the Oakland (California) public schools.

Dr. E. W. Jacobsen, for many years superintendent of the Oakland public schools, has resigned to become dean of the University of Pittsburgh's School of Education. He will assume his new duties on September 1, 1940.

William F. Ewing, assistant superintendent, succeeds Dr. Jacobsen; and Dr. Odell succeeds Mr. Ewing.

Dr. Odell was graduated from the University of Southern California in 1927 and received his doctor's degree from Teachers College, Columbia University.

He was appointed to the administrative staff of the Oakland public schools in 1936 and has served as co-ordinator of instruction for adult and secondary education since then.

Dr. Odell is well known to our readers as an outstanding business educator. Before his appointment to the Oakland schools, he had charge of commercial teacher training at Teachers College, Columbia University.

EARL STRONG, on leave of absence from the University of Iowa, is enrolled this semester in the graduate division of the School of Education of New York University. Last semester, he studied under Professor Nichols at Harvard. Mr. Strong will return to the University of Iowa in June.

CHARLES ZOUBEK, editor of the *Gregg News Letter* and co-author of *Speed Drills in Gregg Shorthand*, passed the official 200-word Gregg Shorthand five-minute test last month and was awarded the Gregg 200-word diamond medal.

Mr. Zoubek now belongs to a very select group of talented shorthand writers. He is the 102d writer to receive the diamond medal since it was first offered by Dr. Gregg.

^{7,8} *Ibid.*, page 139.



Training Routine for Typists

No. 3—Skill in Typing Letters (Continued)

HAROLD H. SMITH

Practice Routine for Developing Applied Skills

LET us suppose that the class is ready to begin the third classroom period in the second semester. Since a warm-up is necessary in any and all skill-development training periods, and since the warm-up should immediately precede the intensive drive for skill, it is apparent that the teacher should present *before* the warm-up such information as the following:

That the model letter in this lesson—Letter Style 2—is an outgrowth of Letter Style 1 and its variations as practiced in the preceding lessons. (See illustrations of these letter styles on page 658). Teachers should refer to the teacher's handbooks accompanying their typing texts for whatever special suggestions the authors may have to offer at this important stage.

That the essential information needed by the student in order to understand the new form is presented briefly in his text. Typical instructions are reproduced on page 658.

That all necessary information needed by him to use his work book or plain paper is presented in a brief paragraph in his text.

On the other hand, specific information regarding margin stops, spacing the parts of the letter, and the assignment for supplementary practice should be deferred until the student is ready to attack the job of typing the letter. The teacher can organize all this informational material and present it much more vividly than is possible through the printed page of a textbook. Moreover, items that the textbook must mention in order to take care of different situations may often be omitted in a verbal explanation.

Incidentally, should the students be weak in English, it so happens that Letter Style 2 contains several illustrations of names of institutions and organizations that should be capitalized as well as an illustration of a subject that must be capitalized properly and enclosed in quotation marks.

Undoubtedly, attention should be directed to the block style of inside address and paragraph beginnings and, during the period, to the omission of punctuation at line ends in the inside address. The inclusion of punctuation after salutation and complimentary closing, to conform to standard open-punctuation style, should be mentioned.

Many teachers feel it is better to defer much of this information-giving until the students have typed their first copy of the model letter. This is feasible when the model appears in facsimile in the text on an 8½- by 11-inch sheet. In making an exact copy of such a model, the student will discover many of these details and will thus build up a background of recent experience that will enliven later discussion of these important points. In any event, care must be taken that the integrity of the practice portion of the period is not destroyed by introducing too much nontyping activity. Short periods between typing efforts afford needed rest; too long periods dissipate the readiness of response, and improvement, if any, loses its cumulative effect.

The activities to this point in the class period may be summarized by saying that they center upon the giving of information; that such information should be organized and presented effectively in a minimum of

February 28, 1918

Dear Florence,

The basketball squad has planned another skating trip to Sunapee Lake next week. We hope you can join us. We are going to start at six o'clock Wednesday and will return about five o'clock Saturday, in time for the Psi Beta Zeta dance.

We expect to stay at Uncle Ned's farmhouse, which is cozy and warm even on the coldest days.

If you can come, please phone me right away. (Harbor 3446-M)

Sincerely yours,

Personal Rate, 74 words


88

Letter Style 1

LETTER STYLE 1

Personal Note

LETTER STYLE 2: Personal or official form Block style Centered form 72 lines



WEAVER

CONSTRUCTION COMPANY

625 Exchange Street
ROCHESTER, N.Y.

April 7, 1938

My dear Mr. Foster:

Dr. Moonlan of the Theological Seminary is going to speak at the Laymen's League Friday evening on "The School, the Church, and the Home."

I think you might like to hear this talk, and I shall be happy if you will come as my guest. If you can telephone me at my office tomorrow and let me know whether or not it will be possible for you to accept, I shall appreciate it.

Cordially yours,

Mr. Charles Foster
440 South Goodman St.
Rochester, New York

LES:PM

91

Letter Style 2

LETTER STYLE 2

Personal or official form . . . Block style

time. We are now ready for the typing activities.

Step 1. An adequate warm-up, such as the Experts' Rhythm Drill and an alphabetic sentence. A short keyboard review paragraph or right- and left-hand words may be substituted for the alphabetic sentence. Not more than 10 minutes should be spent on this step; 5 minutes will suffice, once efficient practice methods prevail.

Step 2. Depending upon whether the teacher decides to direct each mental and physical activity of the students or whether he wishes to develop more or less initiative, he will call attention to the specific instruc-

LESSON 83

Letter Style 2, page 91, illustrates the correct placement of the inside address in block style below and to the left of the body of a *personal* letter. This style is also used in some types of *official* letters. Thus, it is correct form for both intimate and strictly impersonal communications. This form is often used in business to make the correspondent feel he is receiving a personal letter.

The position of the identification initials is not fixed. They may appear opposite the written signature, just above the inside address, or below it, as here. At least two blank line spaces should separate the identification initials from the inside address.

Personal Letter. After the usual warm-up, copy Letter Style 2, page 91, using a letterhead of the Weaver Construction Company, Rochester, New York, if you have the Work Book that accompanies this text. If you do not have the Work Book, you may use a plain sheet of regular typewriting paper, drawing a horizontal line straight across the sheet at approximately the bottom of the space that would be occupied by the letterhead printed in the Letter Style.

Margin spaces at 20-65; date, 17 line spaces below top edge of paper; salutation, 9 line spaces below date; block form for paragraphs and inside address.

For supplementary practice, retype Letter Style 2, making one carbon copy and addressing an envelope, until you can complete the assignment within 12 minutes.

tions about margin stops, spacing, and form in the text; or he will direct the students to "make an exact copy of Letter Style 2."

As stated at the top of Letter Style 2, there are 73 actual count words in the body of this letter. The appendages account for approximately 22 additional words—95 words in all. If the student has a sustained gross typing speed of at least 40 words a minute, he should easily complete the first copy of this letter in not more than 9 minutes. The teacher, for his own information, should time this first copying. Students, however, should not be aware of being timed on this first copy.

At the close of this reasonable 9-minute period, letters should be read for sense by their writers, taken out of the machines, errors checked, and queries indicated in the margins. Two or three minutes should be taken for pointing out superior work to the class, and for spotting specific arrangement and typing errors with individual students.

Step 3. The teacher should now tell students who have produced reasonably accurate copies of the model letter to proceed to timed practice on the letter.

The carbon and envelope work assigned for supplementary practice in the text may be added at this point, if desired.

Students whose first copy shows inaccuracies in arrangement or typing, beyond minor criticism, should repeat Step 2.

In administering Step 3, the teacher merely starts all students typing the assigned letter at the same moment. An ordinary watch with a second hand will serve to check the time, which may be called off or written on the blackboard at intervals of 10, 15, or 30 seconds, beginning with the first hand raised. (Each student records his time on his copy.)

Time may be saved by stopping the last few laggards who do not complete such timed writings in a reasonable time. Generally speaking, failure to type the first or second copy of a model letter at a rate 25 per cent (or better) of the student's sustained gross rate is an infallible sign that the student needs help from the teacher. It may be that he does not understand some detail; or he needs to be *shown* where he

can save time in some definite way—placing the paper ready to type the date, for example.

Inevitably the question will arise: "Where do you start timing such work—*before* the student starts to assemble original sheet, second sheet, and carbon paper, etc., prior to inserting them into the machine, or *after* the paper has been inserted?" It does not matter. Use your judgment as a teacher.

Why not make the early timings easy by starting with the paper inserted so that the top edge is even with the line scale? Gradually include more and more of the operations until you are timing the student from start to finish or as the last paragraph of the assignment in Lesson 83 reads: ". . . until you can complete the assignment within 12 minutes." Note that the "assignment" in this case includes the original copy, one carbon copy, and an envelope.

In using other texts containing as definite achievement standards as those just quoted, the teacher should know whether the standard is intended to represent a justifiable interim standard for that point in the course, or whether it indicates a desirable ultimate standard.

In the text, used as the subject of the present discussion, such standards are interim goals. Close comparison will show that the standards rise steadily as the course progresses. Furthermore, they are minimum, desirable standards. From 75 per cent to 95 per cent of the students in an average class should surpass these standards; that is, if their basic skill is at least 40 gross words a minute with half an error a minute, or better, on 10-minute copy tests.

Occasionally we find teachers who desire "more unarranged letters" in typing texts. They do not know that it took authors and publishers years to discover that many teachers demanded a *reduction* of from a third to a half of such work in texts. Even when this fact is pointed out, some teachers still want the additional unarranged letters because they mistakenly think that the student is concerned primarily with detailed problems of form and arrangement. If this were true, the student could impress any particular form or style of letter deeper

into his consciousness by recopying *one* example many times than by typing the same number of different letters.

The major problem of the student, however, is to learn how to turn out letters of each particular form as *rapidly* and *accurately* as possible. Anyone who has had really significant experience typing large quantities of original form letters knows how rapidly the typist develops more economical ways of handling the details of such work purely because his attention becomes more and more free to direct conscious search for improvements in the typing process.

First, the teacher-coach must realize the real importance of speed in production work in a world where present production is too slow, notwithstanding great improvements in machines. Second, he must be able to distinguish between poor ways and good ways of improving production speed.

Many of the devices used in developing basic skill may be used to perfect elements of production skills. For example, facile combinations, difficult words, and operations involving precise manipulation of the paper or the carriage may be used for intensive skill-improvement practice after each attempt to type a specific letter.

In general, students should be encouraged to type the first copy at one-half to three-quarters of their normal, sustained speed. If the students have been trained to type with metronomic rhythm as well as with smooth fluency, the result will be a more deliberate, accurate, and timesaving performance on the first attempt, because they will work systematically, calmly, confidently, and without unnecessary tension.

The more times the students attempt to produce copies under time, the more pressure they can apply to speeding up fingering and manipulative operations. The good coach will ask students who excel in each typical operation to demonstrate for the benefit of the class (or he will demonstrate personally) between production attempts.

Finally, some method of recording each student's best speed and accuracy in producing each type of practical work is needed. In order to be readily comparable, such

a record should be stated in terms of "gross words a minute" for speed and in terms of either "errors a minute" or "mailability for accuracy. If, as recommended, erasers are used in all timed letter work, "mailability" is an attainable standard. If "errors a minute" are used as the basis of the record, only uncorrected or badly corrected errors would be considered.

A simple entry of 12—.2 (10') opposite a definite date would mean that the student had typed a letter at 12 gross words a minute with two-tenths of an error a minute for 10 minutes. Another entry of a *better* record (only better records to be shown, if desired) might be 12—.0 (10'), or 15—.4 (5'), and so on. These same data may be recorded on the student's Progress Graph for sustained copy tests also, and there would be an advantage in doing so. A direct comparison between the student's copying rate and his letter rate on definite dates would result therefrom. This always provides a sharp incentive to speed up practical work.

The legitimate goal in typing letters from unarranged print copy should approximate the goal of a well-trained transcriber of shorthand notes, that is, at least 60 per cent of his sustained gross copying speed. This suggests a definite means of individualizing achievement standards. The highest minimum standard stated in the first-year text from which these illustrations are taken is only 16 words a minute!

The foregoing remarks have been intended to suggest a suitable practice routine for typing lessons devoted to acquiring skill in typing letters. A few alternatives have been suggested to show how flexible such a routine really is. Many more might have been offered, but it was not intended that this article should be a complete methods course.

The basic routine discussed is applicable to all practical typing work, the adaptations that are required being mainly those connected with the presentation of the various types of work. A few of these applications will be discussed in our final article, "Miscellaneous Practical Skills and Training for the Job."

DR. A. L. Howard, supervisor of business-practice studies in the public schools of Washington, D. C., has retired. Dr. Howard has been an outstanding educator in the District of Columbia for fifty years. His friendly interest in his teachers, his kindly advice, and his devotion to education have endeared him to the many teachers and students who have been associated with him.



Dr. Howard was graduated from the Washington Normal School and began his teaching career at the Abbot School. Several years later he completed the medical course at Georgetown University but, fortunately for the District of Columbia school system, he preferred teaching to the practice of medicine. One of his chief interests is education in church schools.

Dr. Howard will long be remembered for his contribution to the teaching profession and to the youth of Washington.

PI Rho Zeta fraternity and sorority has moved its headquarters from Spokane, Washington, to Burlington, Iowa.

Pi Rho Zeta is sponsored by and now is a division of the American Association of Commercial Colleges. C. W. Woodward, of the College of Commerce, Burlington, is the executive secretary. J. I. Kinman, of Spokane, is grand president.

In three years Pi Rho Zeta has grown from seven chapters to 106. The organization serves business schools and universities throughout the United States, Canada, and the Hawaiian Islands.

THE department of business education of the Trenton (New Jersey) State Teachers College is holding an all-day consumer-education conference at that college on Saturday, April 13. Lloyd H. Jacobs is head of the business education department.

Talks will be given by C. B. Larrabee, of *Printers' Ink*; Edward Reich, of Newtown (New York) High School; F. J. Schlink, of Consumers' Research, and others. The afternoon session will be under the direction of Charles W. Hamilton, assistant commissioner of secondary education for the state of New Jersey.

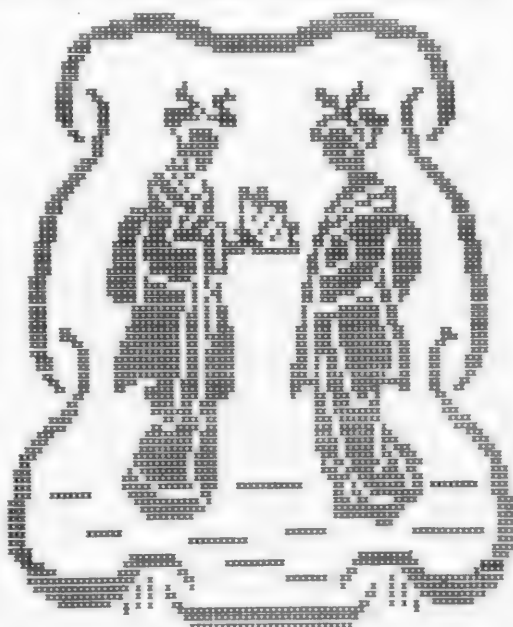
THE National Catholic High School Typists Association will hold an individual-pupil typewriting contest on April 25. Each school may choose its own contestants, and the contest will be held in the respective typing rooms of participating schools. Awards bearing the insignia of the Association will be presented to the winners.

The deadline for applications in the individual-pupil contest is April 17. For full information, write to Rev. Father Matthew Pekari, St. Joseph's College and Military Academy, Hays, Kansas.

AMONG the elective courses offered in the secretarial department of the Bard-Avon School, Baltimore, is fencing. The school specializes in personality development in addition to regular courses, and stresses fencing because the sport develops grace and correct posture. The school maintains a modern *salle d'armes* and schedules fencing matches with other schools throughout the year. In 1939, Bard-Avon won the state collegiate championship, first and third places in the junior state fencing tournament, and second and third places in the senior state tournament.

G. H. Hocker is president of the school.

THE graceful design shown here in reduced size was produced on paper of regular 8½ by 11 size, using a standard typewriter.



The typist is Rita Kertz, a student in Mound City College, St. Louis, Missouri. Mrs. L. E. Milhouse is typing supervisor of the school.

Tests on Business Forms

V. E. BREIDENBAUGH and MILTON BRIGGS

No. 7—The Time Draft

EDITOR'S NOTE—This is the seventh of ten practical tests by V. E. Breidenbaugh, assistant professor of commerce, State Teachers College, Terre Haute, Indiana, and Milton Briggs, bookkeeping instructor, Senior High School, New Bedford, Massachusetts. Mr. Briggs also is director of the bookkeeping division of the B.E.W. Department of Awards. These tests are designed to emphasize the fact that the business paper is the foundation for most bookkeeping entries, to bring the student face to face with *real* business papers, and to lead him to reason regarding the significance of these papers. We suggest that the business form shown here be reproduced on the blackboard by the teacher or by a student. Permission is granted to duplicate the tests for free distribution to students

NO PROTEST TEAR THIS OFF BEFORE PRESENTING

\$450.00 Jacksonville, Florida, March 4, 1937

Sixty days after sight Pay to

the order of M. S. Phillips

Four hundred fifty and no/100 Dollars

with interest at 5% per annum

Value received and charge the same to account of

To S. M. Lamson } F. W. Slocum

No. 116 Phoenix, Arizona

FORM J

DIRECTIONS TO STUDENTS: Examine the business form accompanying this test. Write the word or words you think necessary to complete the following statements. Each correct statement is worth five points. For the convenience of teachers, the keys appear in italics.)

1. Form J is a *time draft*.
2. The drawer of Form J is *F. W. Slocum*.
3. The drawee is *S. M. Lamson*.
4. The payee is *M. S. Phillips*.
5. The date on which Form J was drawn was *March 4*.
6. Form J was accepted on *March 9*.
7. Form J was due on *May 8*.
8. The maturity value of Form J was *\$454.50*.
9. When Form J was accepted, *F. W. Slocum* should have debited *M. S. Phillips*.
10. He should have credited *S. M. Lamson*.
11. When *S. M. Lamson* accepted Form J, he should have debited *F. W. Slocum*.
12. He should have credited *Notes Payable*.
13. When Form J was accepted, *M. S. Phillips* should have debited *Notes Receivable*.
14. He should have credited *F. W. Slocum*.
15. When Form J was paid, *S. M. Lamson* should have debited *Notes Payable*.
16. He should have credited *Cash*.
17. When Form J was paid, *M. S. Phillips* should have debited *Cash*.
18. He should have credited *Notes Receivable*.
19. When Form J was accepted, it became a note receivable for *M. S. Phillips*.
20. It became a note payable for *S. M. Lamson*.



Providing for Varying Abilities Of Shorthand Learners

ESTA ROSS STUART

THE first requisite in developing the varying abilities of learners in skill subjects is to set up a learning situation in which each student may become his own teacher.

In order to accomplish this, the student must be given definite near-goals; definite procedures to be followed when engaging in new learning; definite measures of attainment; definite remedial practice techniques; and definite methods of testing the efficacy of his remedial practice.

The separate skills which must be acquired and fused to produce an efficient stenographer will be discussed here in the order in which they should be learned.

Like the typewriting student, the shorthand learner should begin the learning of this skill by automatizing a basic vocabulary of high-frequency words. He should automatize at least the first 500 words of highest frequency for both reading and writing before he attempts new outlines.

Although there are three learning areas in shorthand, the learning and practice procedures do not vary so widely among these areas as among the three learning stages in typewriting. For this reason, the provisions for taking care of the varying abilities of shorthand learners will be discussed under the two principal activities in which they engage—reading shorthand and writing shorthand.

Assume that the Direct Method Approach to shorthand learning is used. The Direct Method is a "whole" method of learning. The student considers each shorthand outline that he confronts as a unit, or "whole." He is not taught the sound alphabet, nor is his attention ever called to the

fact that most outlines are composed of various segments, pieces, or parts.

Reading Activities

In beginning shorthand, the teacher places on the blackboard approximately 125 words of contextual material arranged in paragraphs of approximately 40 words each. Only 25 new words occur in this material, because that is the maximum number of new words that an average high school student can be expected to learn in one 40- or 45-minute instruction period.

The teacher reads the first paragraph meaningfully, following the outlines with the pointer. This procedure is repeated several times, with the students joining in until most of the class is reading. The whole class reads with the teacher as he indicates the outlines with a pointer. Individual students volunteer or are called upon to read.

These repeated readings enable the good learner to automatize the outlines for reading, the average learner to learn them well, and the slow learner to learn them well enough to perfect his learning in home practice.

The class as a whole and then individual students are called upon to identify cer-

♦ *About Esta Ross Stuart:* Associate in commercial education, Teachers College, Columbia University. A.M., Columbia University. Member of Kappa Delta Pi. Is a contributor to professional magazines and yearbooks. For ten years trained champion high school typists in California. Has written a typing text, also methods books in collaboration with other authorities. Hobby: Ranching, collecting old and unusual candlesticks.

tain words. The good learners are called upon first. This serves as a test of their learning. It serves as an aid to the average and slow learners, because it gives them the additional opportunity they need to concentrate on certain outlines that they have not learned.

When the blackboard reading is satisfactory, the same procedure is used to read the same paragraph from the shorthand plate in the text. When this reading is satisfactory, the next paragraph is presented in the same manner.

The reading of a second set of paragraphs totaling 125 words follows. No new words occur in these paragraphs. The students read these silently until someone volunteers to read aloud the first paragraph.

This independent reading motivates the good learner because he experiences satisfaction with his previous learning. The oral reading of review paragraphs benefits the slow learner because he has a chance to learn additional outlines with each reading.

The home assignment consists of reading the shorthand that was read in class until it can be read smoothly, accurately, and as rapidly as it can be read while recognizing each outline during the process. Since the approximate rate at which this can be done is 100 words a minute, the student may be told to practice until he can read the group of paragraphs (approximately 125 words) in one minute.

This type of home assignment requires each learner to practice as much as he needs to practice actually to learn the reading vocabulary assigned. The good learner may simply need to test his learning by one or two readings of the entire assignment. The average learner may need to read each paragraph several times before he reads through the entire assignment. The slow learner may have to consult the printed transcript, or key, to find the words for outlines he did not learn or has forgotten. He will need to read each paragraph and the whole assignment more times than the average or the good learner reads them.

The teacher should make the home practice procedure clear at the very beginning

of the course. He may say to the class that each student may start reading the whole assignment but that each time he encounters any difficulty in a paragraph he should repeat it until he learns all the outlines in it before he proceeds to the next paragraph. His last practice always should be to read the whole assignment without hesitation.

To encourage further careful home preparation, students should be required to transcribe at least one paragraph chosen at random the next day. This should be done even though the transcription must be in longhand. This type of home reading practice should continue throughout the entire secretarial course. All that has been written during the day should be read until it can be read without hesitation.

Writing Activities

No writing should be done either in class or at home until a vocabulary of at least 100 words has been automatized for reading. Writing procedures should be so arranged that no learner is ever required to engage in harmful or unnecessary repetitive practice, or is deprived of the opportunity to do the immediate remedial practice which he needs to make further writing valuable.

The writing learning situation should make it possible for students of varying abilities to emphasize different kinds of writing practice both in class and at home.

Assuming again that the Direct Method approach to shorthand learning is used, the following procedure allows for the flexibility that is necessary in an effective learning situation. Since this is a "whole" method of learning, outlines are presented as "wholes." Attention is never drawn to the fact that they are made up of segments, pieces, or parts.

Each writing lesson is read until it affords no reading difficulty. The teacher then writes the first paragraph on the blackboard, reading aloud the material that he writes. He writes smoothly at a rate that permits the student to see clearly the *writing movement pattern* for each outline. The teacher writes the paragraph as many times as the class

requests. Even the slow learners need to see this done only two or three times.

For the first few lessons, each student is given an initial-writing sheet, which contains all the material in the writing lesson. Each line of shorthand is followed by a blank space. The teacher dictates to the students the paragraph that was written on the blackboard; they trace the outlines on the initial-writing sheet with a dry pen. Before the teacher dictates the paragraph again, he says that students may trace the outlines again or they may actually write over them with a flowing pen. After this dictation, the teacher asks them to examine their work. Those who were able to write over the outlines accurately may do their next writing in the blank space beneath the shorthand. The students who traced the outlines before will write over them with a flowing pen. With the next dictation, some students may write in their notebooks, some may write underneath the shorthand in the blank space, and some may write over the outlines with a flowing pen.

The paragraph is reproduced on this sheet enough times so that the student may trace, write over, and write under the plate shorthand two or three times before he writes in his notebook.

The good learners continue writing the dictation in their notebooks after they have used all the space on the initial-writing sheet. Each student takes the different steps in the same order, but some students repeat the same step more times than do others.

After each dictation, which is given at approximately 60 words a minute, the student is allowed to compare his outlines with those in the text and engage in remedial practice. The teacher writes on the blackboard all outlines that students wish to see written. The material is dictated until all students have engaged in several independent writings in their notebooks.

The same procedure is followed for each paragraph in every writing lesson. Tracing and writing over outlines as a regular class activity is not needed after the first few lessons. Individual students who write poorly proportioned outlines profit by en-

gaging in some tracing of plate notes in their home practice.

Here is a tabulation of the repetitions in the self-assigned remedial practice of two shorthand learners after they had written the following paragraph from dictation:

AFTER SCHOOL

His school is out at three. I shall ask him to go with me to the city. He may stay an entire week. I hope he will have a real good time with me.

STUDENT NO. 1

<i>Segment Practiced</i>	<i>Times Repeated</i>
out	9
he-will-have	3
His school is out at three.....	3
city	4
to-the-city	3
stay	5
I-hope he-will-have a real good time with me	2
Total	29

STUDENT NO. 2

<i>Segment Practiced</i>	<i>Times Repeated</i>
out	3
he-will-have	8
after	4
ask	2
school	6
after school	2
he-will-have a real good time with me. .	1
I-shall ask him	2
he-may	4
He-may stay an entire week.....	1
Total	33

A study of the repetition practice in which each student engaged shows that Student No. 1 practiced 29 outlines and Student No. 2 practiced 33 in the time allowed for remedial practice after the dictation. A study of the outlines written shows that segments which each student isolated for special practice were poorly or inaccurately written. Only two of the fifteen segments isolated for special practice are identical, and there was great variation in the number of times that each student repeated each segment.

Students vary considerably in their ability to plan their own practice work, but all students are able to help plan the work they do. Under such a procedure, the good learners are able to develop all their abilities to the highest possible degree in a minimum of time, and the slower learners get enough help during the school practice period to enable them to engage in economical and effective home practice.

Home practice in writing shorthand in the early learning stage should consist of writing only material that has been practiced under the supervision of the teacher. If there is no one at home who can dictate to him, the student should do his writing from the printed transcript of the material to be practiced. After he writes each lesson, he should check his shorthand outlines by referring to the shorthand plate. He should practice the outlines he wrote incorrectly before writing the entire exercise again from the transcript. He should continue to practice until he has eliminated all errors. He may find it advantageous to practice each paragraph until he can write it perfectly from the transcript and then write the whole lesson.

The amount of home practice required varies considerably among learners, but the same standard maintains for writing as for reading. The individual must practice until he can write without error. Even the best learner should write the lesson two or three times to increase his speed.

This pattern of writing practice should continue throughout the secretarial course. Everything that is written should be read and checked. Outlines that were written incorrectly should be isolated and practiced, after which they should be restored to their natural setting and practiced in context. The dictation usually should be repeated so that the stenographer may encounter the troublesome outlines in the sequences where they gave him trouble.

Devices such as segregating the dictation class into ability groups so that the teacher may dictate to each group at a different rate, assigning a member of each section to dictate while the teacher moves from one group to another, and assigning honor

students to coach individuals or groups have not been mentioned in this connection.

The discussion has been confined to the basic provisions that should be made for developing the varying abilities of students in any secretarial course. An understanding of these essentially basic provisions is necessary to the initiation or choice of a device that may be of value in a particular situation.

Probably the greatest contribution that the individual teacher can make toward improving the techniques used to develop the varying abilities of secretarial students is to make a study of the manner in which different learners actually acquire the skills involved. Closer co-operation between university departments of experimentation and research and the classroom teacher should contribute much toward improving instruction in these skill subjects.

DR. Etta C. Skene, formerly head of the secretarial department, Westbrook Junior College, Portland, Maine, has joined the faculty of Winthrop College, Rock Hill, South Carolina, as assistant professor. Thomas W. Noel is head of the department.

Dr. Skene has contributed to the *BUSINESS EDUCATION WORLD* and is a joint author of a book on the teaching of Gregg Shorthand.

Winthrop College is fourth in size of enrollment among the "big ten" women's colleges in the United States.

THE Tri-State Commercial Education Association will hold its spring meeting in the William Penn Hotel, Pittsburgh, April 26 and 27. An important part of the regular business meeting will be the election of officers.



DR. E. G. MILLER

A reception and dance have been scheduled for Friday evening. On Saturday, the regular business meeting and addresses by outstanding speakers will be followed by the luncheon meeting that is the closing

feature of the convention.

Dr. Elmer G. Miller, director of business education, Pittsburgh, is president of the Association.



Keep Your Filing Class Alive With Interest

VERONA CLARKE JENKINS

EDITOR'S NOTE: In the March issue, Miss Jenkins described in some detail her experiences with filing projects as a means of stimulating interest in the filing course. This article, the second, is devoted to miscellaneous practical suggestions.

THE class should become aware from the first recitation that there is more to filing than a knowledge of the alphabet. After you have presented the first filing rules governing the indexing of individual names, introduce names that present special problems. Scan your local newspaper and other similar sources for such names and keep a list on hand. Your students will soon bring you other names, which will enliven the class discussion. Here are a few unusual names that were contributed by students whose brothers or sisters in business offices had misfiled them: George Marsh Browne, John Thal Larsen, Mrs. Cornelius Van H. Engert. The discussion was enlivened by the students' relating the difficulties incurred before it was finally discovered that the surnames were Marsh Browne, Thal Larsen, and Engert.

The origin of hyphenated family names is always interesting. There can be many equally interesting discussions of corporation names.

In the early filing lessons, drill on the alphabet is most important, and can be stimulating.¹

A Subject File on Filing

At the end of the course, my students are

¹ Harland V. Main, "Building Alphabetic Consciousness in Filing," *Journal of Business Education*, March, 1935.

required to present a 3 by 5 card file on the subject of filing. In this file one section is devoted to names, and unusual examples are presented for each rule. For example, are all the states of the Union officially known as states, or are some still known as commonwealths? If so, which ones are known as commonwealths?

Too much emphasis cannot be put on the importance of this subject file on filing. Every student should be taught how to study and take notes. Most speakers and university professors leave us in awe of their brilliance, but a few confess their secret—a file. Where is there a better opportunity to teach students how to determine the main points of a course and arrange their material in order under these topics than in the study of filing?

Adherence to Business Standards

The classwork should also be kept up to business standards. After the discussion and presentation of each new type of file, the students should be required to file their letters at the standard rate required in business.² Students also should be able to find

² N. Mae Sawyer, "Filing—A Real Clerical Job," *National Business Education Quarterly*, May, 1937, Volume V, Number 4, page 14.

♦ *About Verona Clarke Jenkins:* Teacher in McKinley High School, Berkeley, California. Graduate of Linfield College, McMinnville, Oregon; graduate study, University of California, Berkeley. Formerly taught in Salinas (California) Union High School; while there, organized a successful class especially for low I.Q. students. Attended the International Short-hand Congress in London, 1937. Hobbies: psychology, photography, vocational research.

letters quickly. Persons connected with the Social Security program claim that any one of approximately 44,000,000 accounts can be located in a minute.³ Most business houses insist on a similar standard. Therefore, classroom training is not complete without training in locating letters.⁴

The Problem of Slow and Fast Students

Teachers often ask: How are you going to conduct discussion or call for letters when your students work at varying speeds? How will you hold the interest of the fast students if they must wait, and how will you keep the slow ones from feeling an extreme pressure in the classwork?

The course can be more thorough, more efficient in drills and in the timing of work—and yet cover more material—and the discussions can be more stimulating if the class works together on the basic projects. Try setting up minimum standards of accomplishment for each of the grade levels. In addition to the minimum work required in the course, let the A and B students file two sets of 175 letters together while the others file 100. Only those students who are working for A and B grades should be required both to carry on the individual project and to make the subject file on the course.

References

As time permits, A and B students will also do individual research work on jobs. It is suggested that the following books and magazines be kept in the classroom for this purpose:

Books About Jobs, edited by Willard E. Parker, the National Occupation. Conference.

Pick Your Job—And Land It! by S. W. and M. G. Edlund.⁵

"How to Get a Job," by Glenn L. Gardiner. Bulletins formerly published by National Occupational Conference now obtainable, together with the *Occupational Index* from Occupational Index, Inc., New York University, Washington Square East, New York City.

³ Social Security Exhibit at the Golden Gate International Exposition, 1939.

⁴ Grace L. Eyrick, "Some Suggestions in Teaching Filing," *Balance Sheet*, March, 1934.

⁵ See November, 1939, *Business Education World*.

Vocational Guidance Digest, Stanford University Press, Stanford, California.

Independent Woman, National Federation of Business and Professional Women's Clubs, Inc., Chandler Building, Baltimore, Maryland.

Later, in writing application letters and having model interviews, the students will apply what they have learned when studying personnel records, the first set in the visible records course.

The Profession of Filing

The students' interest in the filing class will increase also as they learn something of the opportunities and demands for employment in the filing field.⁶ It is easy to include something of the history of filing⁷ with the discussion of business practices today.

As you read the account of the setting up of the Social Security Bureau,⁸ you realize that making plans for organizing and handling 44,000,000 accounts involving large sums of money and the future happiness of many Americans is a task demanding a great deal of knowledge. When the plans are so completely worked out that an account can be found in a minute, we may rightly feel that filing is a profession.

The story of filing in credit bureaus, manufacturing plants, or large retail stores is equally interesting.⁹ The students will catch a bit of the teacher's enthusiasm when the teacher takes filing as seriously as he does the teaching of typing and shorthand; their faces will become alive with eagerness as they learn something of the intricate problems connected with filing and begin putting that knowledge to work for themselves.

⁶ Elizabeth A. Nash and Grace Woodward, "The Filing Testing Program," *Journal of Business Education*, February, 1939.

⁷ Otto Bettmann, "Story of Filing," *Business Education World*, September, 1938.

⁸ Drew Pearson and Robert S. Allen, "Old Age Pensions" in Washington Merry-Go-Round column, *San Francisco Chronicle*, September 20, 1939.

⁹ Norma Louise Cofren, "Suggestions for Improving Teaching Procedures and Devices in the Teaching of Filing," *Eastern Commercial Teachers Association Eleventh Yearbook*, 1938.



A Bookkeeping Exercise That Is Different¹

ZULIE LERNER

Alexander Hamilton High School, New York City

MATERIALS USED

Three series of cards, as follows:

Series A—Cards representing the different accounts.

debit side, while the pupil with the "Sales Income" card would take his place on the credit side. The pupil with the card "Asset Increased" would hold his card above the "Cash" card, and

Series A

Cash

Sales Income

Purchases

etc.

Series B

Asset Increased

Liability Decreased

etc.

Series C

General Journal

Sales Journal

etc.

Series B—Cards representing increase and decrease in Assets, Liability, and Capital.

Series C—Cards representing books of original entry.

METHOD

1. The cards are distributed to the class, one to a pupil. If there are more cards than pupils, the brighter pupils are given two cards. In the few instances where there are insufficient cards, the pupils without cards act as a committee to make corrections.

2. The front blackboard is divided into two parts—debit and credit.

3. The transaction is read by the class.

4. The pupils holding the cards that will illustrate the entry, analysis, and book of original entry walk to the front of the room and take their places on either the debit or credit side. For example, in a Bookkeeping I class, if the transaction was "Sold goods for \$100 cash," the pupil with the "Cash" card would take his place on the

the pupil with the "Capital Increased" card would hold his over the "Sales Increase" card. If the books of original entry are being used, then the additional card stating the proper journal would also be held up. Where amounts are essential, as, for example, with discounts and interest, these would be called out by the pupils.

5. Entry is either made or corrected if already made as part of a homework assignment.

SUGGESTIONS

1. Cards must be exchanged after every few transactions.

2. Class can be divided into two teams, with errors on one side being counted as points for the other side.

3. This method has been found practical and valuable only as a *supplement to the usual methods of drill and review*. It should not displace entirely oral recitations on entries and analysis.

4. It should not be used too often.

ADVANTAGES

1. At least four pupils work on each transaction. If a correction committee is used, the

¹ This exercise and the one that follows are reprinted by permission from *Balta*, January, 1940, Bulletin of the Accounting and Law Teachers Association of New York City.

number of active students will be even greater.

2. The teacher plays a minor role.
3. Class interest is stimulated.
4. Multiple sense appeal.

5. Less prompting and fewer unsolicited answers.
6. Weak pupils are easily detected.
7. Weak pupils are sometimes stimulated into working a bit harder.

Journal Charts That Save Time

JAMES J. WEINGARTEN

George Washington High School, New York City

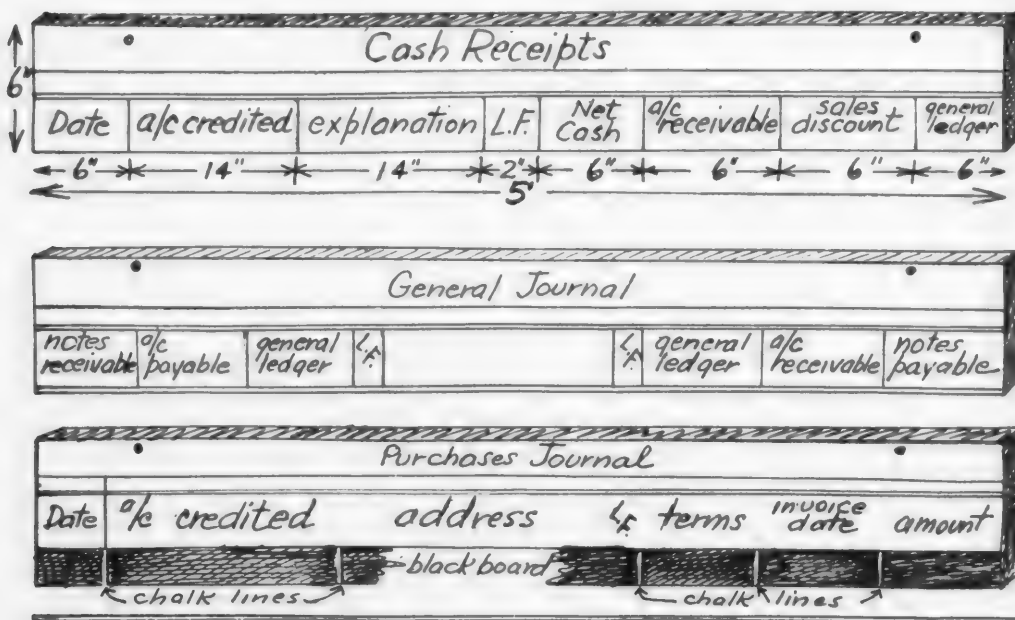
FOR a long time there has existed a need for a device that would fully or partially eliminate the waste of time involved in preparing on the blackboards the journal headings and rulings required in advanced bookkeeping classes.

The Journal Charts herein described are intended to meet this need.

Where the charts are used, the only work required in setting up the journal forms is the

a black background and white lettering. Two coats of shellac and two coats of flat black paint were applied to the panels. The lettering was done in white enamel paint.

Holes were bored through each of the panels $\frac{1}{4}$ inch from the top edge and 6 inches from each side. The panels were suspended by means of "L" hooks attached to the bottom edge of the frame above the blackboard. Such a type of

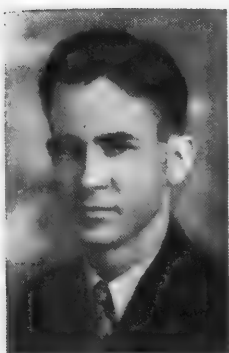


ruling of vertical lines. Inasmuch as the headings serve as a guide for spacing of the vertical lines, neat and uniform columnar arrangement is assured.

The Journal Charts were constructed of $\frac{1}{4}$ inch, three-ply fir plywood. The plywood is firm and durable, yet light in weight. In order to make the charts harmonize with the blackboard and to improve legibility, the charts were given

mounting makes possible quick attachment of the charts when needed and prompt removal when they are not needed.

If sufficient teachers are interested, I shall be glad to investigate the possibility of ordering a large quantity of Journal Charts at a low price. Distribution would be made through the channels of the Accounting and Commercial Law Teachers Association.



Elimination of Budgets In Typewriting Classes

ROYAL S. CURRY

THE stock reaction of most typing teachers when approached on the question of teaching typing without the use of budgets is either a flat insistence that there is no object or a panicky conviction that there would be nothing left for either the teacher or the pupil to work on. It is my belief that both are wrong.

In both cases I feel that the reaction is due to a mistaken idea of what budgets are supposed to be. This handy weapon that we typing teachers have used so long and sometimes so maliciously is, in the last analysis, only a teaching device, not a way of teaching typing. A proposal to eliminate the budget system is, therefore, merely a suggestion that we drop or limit the use of one overworked device, to use a better one.

The idea as presented here was conceived primarily to be used in terminal work in junior colleges, both in beginning and advanced typing. In high school, I feel that it should be used for all advanced typing work, and that it could be used for beginning typing if the teacher has done enough work without budgets so as to be able to keep thoroughly in command of the situation, so as never to be at a loss for many suggestions to make to students, and so as to be able to answer the kind of questions that are sure to arise.

All too often, teachers use budgets without any clear idea of what they are meant to do beyond keeping pupils busy. There are, however, certain definite purposes that budgets are meant to accomplish, speaking of the ideal. These purposes may be classified as follows:

1. As practice drill. This purpose must be considered first and is most important of all.
2. As a basis for grades. The portion of the grades taken from budgets varies with teachers.
3. As a basis for analysis of errors and remedial work.
4. As an aid in making provision for individual differences.
5. As a means of presenting opportunities for the development of desirable personality traits—honesty, neatness, promptness, initiative, etc.

That is a nice array, but how well does it work out?

Unquestionably, budgets furnish drill on the machine in quantities sufficient to please anyone. It is the quality of such drill that I question.

Wouldn't it be interesting to know just what objectives are uppermost in the minds of most typing students as they type the majority of their copies? Would we really expect to find there objectives and attitudes consistent with our best knowledge of what makes for effective practice and drill? I believe we would find the objective of making a grade standing out like a sore thumb. Not even so commendable an objective as that would be in the mind of the student who has difficulty in keeping up, who is consistently forced to work on budgets under pressure and for long periods of time. That student soon comes to feel that he is

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working for the teacher rather than for himself, writing copies because "teacher said to." I stop here because I know of no lower stage to which typing objectives can go.

It is useless to say that nothing is ever accomplished by such drill, but what can we say for its total effectiveness? Does it justify the time spent?

Whether we admit it or not, we typing teachers know that any person with average intelligence and real determination can get a typing text and a typewriter, and learn to typewrite without our help. Apart from the fact that the average person lacks the machine and probably the necessary initiative or determination, what is our justification for teaching typing in school? We have none, unless we can demonstrate that with our help typing can be learned faster, with less effort, and in better relation to its intended use than it would be if the learner depended on himself.

Whenever the objective with which the student works approximates any of those I have described, all such justifications have vanished. If the pupil is put in a situation where he must work for a long period or many periods of time under conditions that literally tear him apart from the total or end objective of all his practice, we violate his nature and the nature of the learning process.

Such a statement is amply supported by our latest knowledge of the learning process. The need for a total view or objective that is great enough and constant enough to energize every step taken in the direction of the objective is called by Wheeler and Perkins¹ the "Law of Configuration."

The law of configuration, like all other organismic laws, is a law of "selection." It means first, that no response will be made unless in relation to the problem as a whole; second, that no movement will follow another in a sequence unless the meaning of the total performance, from beginning to end, is understood by the learner. The path must be guaranteed from its beginning to its end before a single act will occur. . . .

These same authors, speaking of the "Law of Determined Action," state:²

... Indeed, it means that tasks will be mastered [if at all] by wholes whether or not instructional

techniques fitting such a method are employed, and that when not employed, any progress that is made comes about in spite of, not because of, the methods imposed upon the learner.

Odell and Stuart show an awareness of the harmful effects of budget construction. Speaking from their own experiences and the studies of Book,³ they write:⁴

The learners should not be required or in fact allowed to practice when they are disgusted with their practice.

Two more of the organismic laws of Wheeler and Perkins have application here. They are the "Law of Least Action" and the "Law of Maximum Work."⁵ The import of the first of these is that any organism, placed in a learning situation, will choose the shortest route to the desired goal that its insight of the total situation enables it to find, for the conservation of energy. "No energy system needs to be taught this principle; it obeys the principle." The second of these laws states:

Those responses will be made which *best* relieve the organism's tension toward a goal. This is because any form of a stimulation disequilibrates the entire nervous system. That which disequilibrates it the most will dominate the response. Thus, if the shortest known route through a maze brings the animal nearer the experimenter and he is more afraid of the experimenter than he is hungry, he will take a longer route, where available, in order to avoid the experimenter.

Perhaps you will like a pinch of salt with the foregoing statement, but I wonder whether the teacher, grade book in hand, is not sometimes standing between the student and his real objective, shooing him off the highway and over a useless detour.

I see three shortcomings in budgets for grade sources. First, a false situation exists, at least in vocational typing, when a student can materially affect his grade by handing

¹Wheeler, Raymond Holder, and Perkins, Francis Theodore, *Principles of Mental Development*, Thomas Y. Crowell Company, New York, 1932, page 116.

²*Ibid.*, page 111.

³Book, William F., *The Psychology of Skill*, Gregg Publishing Company, New York, 1925.

⁴Odell, William R., and Stuart, Esta Ross, *Principles and Techniques for Directing the Learning of Typewriting*, D. C. Heath and Company, New York, 1935, page 22.

⁵*Op. cit.*, pages 114-115.

in extra copies. The grinding out of copies by burning the midnight oil is not a measure of the typing achievement that business calls "efficiency."

Second, if grades are to be taken from budgets, there must be a definite standard with respect to errors allowed and penalties for errors beyond a certain number. When such a standard is set, it cannot be really effective unless the budgets are so closely checked as to make it virtually impossible for any error to be missed. Any average teacher, working with an overload of pupils and no paid help, will gladly testify to the magnitude of this job.

There are some teachers who claim that they can merely glance at a typed page and see every error on it. I seriously doubt their ability to substantiate such a statement; but, if there are a chosen few possessing such ability, their gift is of no help to the majority of teachers, who cannot feel absolutely sure of catching every error without a close scrutiny of at least every few words.

Many teachers have tried to lighten their burden by having the pupils check their own errors, but most of them freely admit that the majority of pupils will miss many errors unless penalized for so doing, and many will miss them even then. For a teacher to promise a penalty for overlooking errors makes it even more imperative that he or some other checker find every error on the papers. Otherwise, when the paper is returned, if the pupil should discover other errors that the teacher has missed, he will quickly become skeptical of the fairness of the teacher in setting a standard that he himself cannot achieve and in punishing the student for failing. Any compunction the student might have had up to this time about cheating the teacher is going to be severely strained by such an incident.

Furthermore, if, as a final penalty, a persistent pupil should be made to rewrite copies in addition to the regular work, we can have no doubt as to what his objectives will be in writing them.

Third, the result of the budget procedure, properly checked, is the overworking of the teacher for no good purpose.

As to the third purpose of budgets—a basis for analysis—it is quite possible for a very complete error analysis to be made on the budgets, though it is not entirely probable that one will be made. It is possible, but even less probable, that some efficient remedial work will result. There are two serious handicaps.

First, there are things being thought and written today that lead us to wonder if analyzing errors in a skill subject and providing corrective drill is quite the simple matter we once thought. Where once we ascribed an error to this finger or that one and went blithely on our way, we now are given reason to doubt that errors can in most cases be ascribed to fingers and muscles.

A second, and to me a very real, obstacle to efficient remedial work from budget analysis is that the situation in which the error is made and that in which it is corrected are entirely different. The error is made in one situation by the student; it is analyzed in another situation by the teacher; and the attempt at correction is made in still another situation. The likelihood of finding the proper mental and emotional connection between error and correction is remote.

The fourth use of budgets is to reconcile individual differences. Setting minimum standards as to numbers of copies and accepting extra copies for credit may help to equalize individual differences in one sense; but the fact that some students have easy access to a typewriter away from the schoolroom while most of them do not is, in itself, an irreconcilable individual difference. The pupil who does not have access to a machine outside the schoolroom, and who sees some other pupil raising his grade by handing in many copies that he has made at home, is dissatisfied, and I think naturally so. The effect on his attitude is, of course, a bad one.

There is another fact that aggravates this difference. When we have in our classes one or more of the so-called brighter students, we can be reasonably sure in most cases that those students have enjoyed certain advantages in their environmental back-

ground. Not always, by any means, but usually, we know they have been given wiser counsel, more encouragement, and better equipment at home than the slower students. Among other equipment, these brighter students are more likely to have a typewriter available at home than is a slower student, who has an environmental handicap. Thus this individual difference is accentuated.

Budgets are commonly thought to serve as excellent devices for developing personality traits, such as those named in listing the five purposes of budgets. Here again, so much depends upon the pupils' objectives and attitudes that we cannot be at all sure that the qualities they may be forced or persuaded to display become their permanent possession.

Take, for example, the quality of honesty. We certainly mean every pupil to prepare all the copies in his own budgets. We encourage him to do it as a matter of honesty; and, although we may not mention it at the start, we are prepared to apply suitable punishment if we find that he has handed in copies that are not his own work. Yet, *no number of copies can guarantee the development of honesty. They can merely give opportunities to be honest, with equal opportunities to be dishonest.*

If a pupil is caught in a "jam" (behind on copies), which motive is more likely to win out, the abstract motive of being honest or the concrete motive of getting a grade? If the pupil decides to be honest and take a poor grade, is it not likely that he does so as much through fear of being caught in dishonesty as through a desire to be honest? If he is caught and punished, will he learn to be more honest or to be more careful? If he is dishonest and is not caught, is he likely to become more honest?

Some persons will say that this is a rhetorical question and cannot be positively answered. If that is so, then we cannot positively state that we develop honesty by the use of the budgets.

Consider, too, the matter of promptness. It is not difficult, by applying the right pressure, to get most pupils to hand their

work in on time. I wonder what would happen in a class of thirty pupils if, after working under this compulsion for a semester, they were informed there would be no further penalties for late copies. Have you ever tried it?

These two examples are sufficient to show why I feel that budgets fail to develop personality. I feel that in some ways they actually hinder personality development, as they are commonly used. They result in too much blind following of instructions from the teacher or the text, and in a bad attitude on the part of both the teacher and pupil when hundreds of copies are handed in and not adequately checked.

(To be continued next month)

ON Friday, March 1, the students, faculty, and a large number of friends of the Wheeler Business College, Birmingham, Alabama, enjoyed a program in the auditorium of that college held for the purpose of unveiling a portrait of President Willard J. Wheeler. Mrs. Gertrude G. DeArmond, vice-president of the school, presided.



The portrait of President Wheeler was painted by Arthur Stewart, Jr. Willard Wheeler McEachern, Mr. Wheeler's oldest grandson, unveiled the portrait.

Five prominent business and professional men of Birmingham paid tribute to Mr. Wheeler as one of the foremost educators in the South.



Survey of the Occupation Of Medical Secretary

EVANGELINE MARKWICK

THE two previous articles in this series have reported the findings on the requirements for the medical secretary, both as to character traits and as to duties. Before determining the training that is feasible as well as desirable, one should know what the field has to offer a thoroughly trained person who possesses the desired characteristics: what kinds of positions are available, what compensation can be expected, what hours of work are required, and what are the advantages and disadvantages generally experienced.

Kinds of Positions Available

Very different kinds of positions are available for the young women who complete the training for medical secretaries.

For those who wish to use extensively both their secretarial and their laboratory training, the most attractive positions seem to be offered by doctors who need assistance in both office and laboratory. Such positions are available both in large cities and in small towns.

For those students who have found the secretarial phase of the work particularly interesting, further training leading to positions as record librarians has a strong appeal. If this field is not chosen, there is opportunity—particularly in larger communities—for positions with doctors who seek secretarial assistance only. Here the medical secretary, familiar with pathological terminology and procedures, is of special help in the preparation of articles, speeches, and reports.

Students who have particularly enjoyed laboratory work, but who may not wish to

continue the training for the degree of medical technologist, may prefer work in college infirmaries.

For students who decide to specialize in the work of the laboratory technician, training may be continued in hospital schools approved by the Board of Registry of the American Society of Clinical Pathologists. If a student fully meets the entrance requirements, many of the approved hospital schools require only one more year of training—though some require eighteen months, and a few require two years—before qualification for examination and certification as medical technologist, which certification permits the use of the letters M.T. after the name of the holder. To holders of such certificates, attractive opportunities are open both in city pathological laboratories and in the United States Civil Service.

The Compensation and Hours

The graduates of the course in medical secretarial training at Colby Junior College have not been of sufficient number for generalizations as to compensation. Some beginners who were unwilling to leave their own small home communities reported salaries as low as \$15 a week; between \$20 and \$30 a week in the first two years seems general. A recent call from a hospital

◆ *About Evangeline Markwick:* Instructor in secretarial science, Colby Junior College, New London, New Hampshire. Degrees of B.C.S., B.S. in Education, and M.A., all from New York University. Graduate work has been largely in personnel administration. Has had seven years of valuable office experience. Hobby: golf, when not searching (as at present) for a topic for a Ph.D. dissertation.

quoted \$75 a month and maintenance as the salary, and a well-qualified beginner was acceptable.

Because the Colby records cover a small number of cases and a short period of time, it seems best to consider, as indications of probable compensation, the report of Gladys Relyea on the salaries of clinical laboratory technicians and the reports of the United States Department of Labor on office salaries.

The average monthly salary of the 217 technicians for whom Miss Relyea was given data in 1936 was \$126. She found that the highest salaries were paid to technicians in public health laboratories and commercial clinical laboratories; that the average monthly salary of 174 technicians in their first laboratory positions was about \$92.

In its study of the salaries of office workers in New York City, in May, 1937, the Bureau of Labor Statistics of the United States Department of Labor found that women stenographers and secretaries averaged \$31.28 weekly, with a low of \$14 and a high of \$100. Although it is impossible to make a true comparison between the salaries of 217 technicians working in various parts of the country with the average salaries of 5,413 secretaries and stenographers working in New York City, it is, nevertheless, interesting to notice the closeness of the two averages—on the weekly basis, \$29.08 for technicians and \$31.28 for secretaries.

Occupations, in "Trends in Occupations for Women," in its issue for November, 1937, quotes "one eastern college for women" that reports "a definite improvement in the situation in regard to placement of laboratory assistants. Several of our graduates have been able to secure positions at satisfactory salaries (\$100 to \$110) without the preliminary voluntary apprenticeship which has been practically always necessary in recent years."

As to hours of work for technicians, Miss Relyea reports the weekly average for 227 positions held since 1930 to be 48.0; for another group of 68, the average was 43.1. She found that, within the scope of her

investigation, hospital positions had the longest hours, while public-health laboratories had the shortest.

These data lack the significance that would be possible were definite statistics available covering a large number of medical secretaries over an adequate period. The few figures obtainable for medical secretaries, however, indicate such a wide range of difference that it seems best not to calculate averages or medians for them.

Advantages and Disadvantages

One of the distinct advantages of medical secretarial training is immediately apparent when one contrasts the findings given under "Positions Available" with the statement of a college appointment bureau regarding difficulties in securing employment for some college graduates:

Some of the most pitiful and dismaying problems which the college and commercial bureaus have had to meet since 1929 have been the educated but untrained women faced for the first time with the necessity of earning a living. Their courage has been magnificent, but their preparation woefully inadequate and their placement extremely difficult. . . . Secretarial training, by the way, is invaluable in many lines of work, and often serves as an entering wedge for far more interesting jobs.¹

Briefly summarized, the main points of advantage in the training and the work of medical secretaries seem to be:

Work diversified, as to materials handled and as to requiring dealing with people as well as with things—a decided attraction for those who like both people and research.

An ever-present opportunity to learn in a relatively new field.

Congenial associates.

A field not overcrowded.

A field that is advancing in standards and in scope of service.

A fair—or better-than-fair—opportunity for advancement.

An opportunity for specialization and or research.

The work is not, however, without its disadvantages. Some of these, mentioned by several persons employed in the field, are as follows:

Beginning salary small; salary not rapidly ad-

¹ Edith Stedman, "Are There No Jobs?" *Journal of Education*, May, 1938.

vanced; even advanced salaries scarcely commensurate with the training and intelligence required.

Hours usually long.

Vacations usually short.

Course of Training for Medical Secretaries

A study made of the requirements of medical secretaries shows that several important facts and contingencies should be considered in planning a course of training; namely,

1. That in training a secretary-technician, a high degree of efficiency must be produced in two usually separate fields—laboratory work and office work; that this can reasonably be expected only of students of better-than-average intelligence, of versatility, of deep interest in the field, and of excellent study habits.

2. That some students who enter the training will find themselves ill adapted intellectually or emotionally for both laboratory work and office work.

3. That some students who enter the training will find themselves interested mainly in one of the two fields and will wish to specialize in that field to the exclusion of the other.

A plan incorporating the following five provisions would seem to care for the contingencies that deserve special consideration:

1. High school graduation, with very good standing, would seem unquestionably a prerequisite for entry into training for medical secretarial work. The entrants should be given a clear idea of the strict requirements of the course.

2. To care for transfers to other fields after the first year of training, it would seem advisable to lay, in the first year, a broad foundation both in laboratory and office work and in "cultural" subjects, so that the student who leaves both fields may be able to enter the second year of liberal-arts work.

3. For the student who decides to specialize in medical secretarial work, the first year needs to provide an adequate basis of shorthand theory and typewriting mastery. With that foundation, and with her science courses considered as electives, she may then concentrate on medical secretarial training.

4. For the student who decides to specialize in laboratory work, the first-year courses in science will serve as a basis, and the

courses in shorthand and typewriting will be counted as electives—electives, according to the findings of Miss Relyea, not too remote to be decidedly useful in her chosen field.

The student specializing in laboratory work with the intention of preparing for the degree of Medical Technologist must take care that the requirements are met for entrance upon the final period of training in an approved hospital school. These requirements, including the number of semester hours in biology, bacteriology, chemistry, quantitative analysis, and physics, are fully explained in the recommendations made by the Registry of Medical Technologists of the American Society of Clinical Pathologists, in its publication of January 1, 1938.²

5. Finally, it is absolutely essential that the course be so planned that those who complete it are thoroughly qualified both to act as secretaries and to perform with absolute accuracy such laboratory tests as doctors may assign to them. An efficient medical secretary is, first of all, an efficient *secretary*; and the secretarial department must furnish training that is complete in every phase of office work and that also includes such specialized duties as are stressed by the doctors replying to the Colby Questionnaire.

The science department is responsible for providing such foundational courses in biology, anatomy, physiology, organic and inorganic chemistry, bacteriology, and histology as will enable her to undertake the study of laboratory techniques with keen interest and understanding. Whether the science department should undertake the training in laboratory techniques is a question upon which there is a wide difference of opinion.

Many doctors replying to the Colby Questionnaire seemed to think that the simpler tests and techniques could well be taught in a college laboratory under a qualified and thoroughly experienced technologist. Against this opinion is the judgment

² *The Registry of Medical Technologists of the American Society of Clinical Pathologists*. Denver, Colorado: Registry of Medical Technologists, January 1, 1938. Page 16.

expressed by a clinical pathologist that both clinical laboratory theory and demonstration should be "under the supervision of a recognized clinical pathologist, in a hospital with adequate teaching material and facilities."

Another clinical pathologist expresses his conviction, based upon several years of observation, that regular practicing physicians are in danger of failing to distinguish between workers trained for only the simpler techniques and thoroughly trained laboratory workers. He concludes:

I am, therefore, convinced that if medical secretaries are to receive training in laboratory procedures, they should be trained by the physician for whom they work. The physician will then know the limitations of the secretary so far as her laboratory work is concerned. . . . I believe that the only place in which a technician or a person doing special technical work should be trained is the place of the type in which she is going to do the work; that is, that training for actual clinical laboratory procedures in an academic way is not practical. In other words, medical procedures should be taught in a medical environment.

The judgment of the two clinical pathologists quoted is undoubtedly representative of the leaders in the field and indicative of the trend toward the requirement that those who are to perform laboratory tests must take training under clinical pathologists in the laboratories of medical schools or of hospitals.

Very recently this trend has become so definite that Colby Junior College, which had begun its medical secretarial course on the assumption that the laboratory training could be done in its own laboratory, is recognizing the inconsistency of that position. It is therefore studying how best to prepare its medical secretaries to be reasonably satisfactory both to practicing physicians—many of whom evidently want secretaries who can perform some of the simpler laboratory tests—and to the Registry of Medical Technologists of the American Society of Clinical Pathologists. This is a problem that evidently needs to be worked through to a satisfactory solution.

ALPHA Iota, international honorary business sorority, announces the following regional meetings for this spring, in addition to the tenth annual convention, which is to be held in Chicago from July 4 to 7.

April 6-7: California Conclave, Los Angeles, California

April 27-28: South Central Conclave, Tulsa, Oklahoma

May 4-5: Missouri-Kansas Conclave, Wichita, Kansas

May 4-5: Ohio Conclave, Youngstown, Ohio

May 11-12: West Virginia Conclave, Charleston, West Virginia

May 18-19: Northwest Conclave, Spokane, Washington

May 25-26: Midwest Conclave, Davenport, Iowa

May 25-26: Eastern Conclave, Albany, New York

Tentative: Rocky Mountain Conclave, Salt Lake City, Utah

MRS. Madeline S. Strony, founder and proprietor of the Newark School for Secretaries, Newark, New Jersey, has sold her school to the Washington School for Secretaries. On July 1, she will take over the supervision of the instruction offered by that school in its Newark classrooms.

Mrs. Strony is a graduate of New York

University and is a member of the commercial-education graduate fraternity, Delta Pi Epsilon.

She is an accomplished writer and teacher of Gregg Shorthand.

S. J. TURILLE, formerly a member of the commerce faculty of the Lincoln (Nebraska) public schools, has joined the faculty of the department of commerce of Kansas State Teachers College, Emporia, under Dr. R. R. Pickett. At present he is on leave, completing the residence requirements for a doctorate in education at Harvard University, under Professor Frederick G. Nichols.



Mr. Turille has contributed articles to various professional magazines and is the author of a handbook on high school dramatics. He was formerly high school principal in Elwood, Nebraska, and headed the department of commerce of College View High School, Lincoln.



Soils Geography In Man's Economy

W. ELMER EKBLAW, Ph.D.

EDITOR'S NOTE—This is Part 2 of the fourth article in a series dealing with the environmental facts of economic geography. In Part 1, in the March issue, Dr. Ekblaw explained the podzolic and lateritic groups of soils and their importance to mankind. It is especially important that the high school students of the United States be given the fundamental facts of soil geography in order that they may understand the pressing problems of soil conservation.—DOUGLAS C. RIDGLEY, Series Editor.

Pedalfer and Pedocal

AS the podzolic and lateritic groups of soils reflect fundamental temperature differences, so another pair of soil groups, the *pedalfers* and the *pedocals*, reflect fundamental effects of different rainfall regimes.

The *pedalfers*, soils of well-watered regions of western Europe, eastern America, and similar areas of rainfall of approximately 20 inches or more annually, have no accumulations of alkali and alkali earth salts in their deeper portions.

The *pedocals*, on the other hand, soils of the Russian steppes, the Sudanese grasslands of Africa, the American high plains, parts of the Argentine pampas, and other regions of approximately 20 inches or less of rain annually have such accumulation in their lower horizons. These accumulations vary in depth from the surface itself in the driest regions to several feet below the surface where the rainfall, though less than enough to leach out the salts, is heaviest and most nearly approaches the 20-inch average.

The *pedalfers* are relatively infertile as compared with the *pedocals*. Most of the

pedocals support only a grass or arid shrub type of vegetation, such as the sagebrush of the American Great Basin and the *artemisia* brush of similar regions of interior drainage regions to be found in much of the great semidesert belts of Asia and the Americas, and the bush of South Africa and Australia. The *pedocals* also support the short grass of the North American High Plains, the steppes of Russia and Turkestan and of Hungary, the Spanish Meseta, and the veldt of South Africa. The buffalo-grass country of the southern High Plains of the United States is an excellent example. The cattle industry of such arid grassland and shrub regions is of a different type from the dairy industry of the *podzols*. Each grazing unit occupies much broader territory; requires a much more extensive use of the land and a much more pastoral nomadism; produces beef and mutton, hides and wool, rather than milk, butter, and cheese; and gives rise to a wholly different economy and mode of life—the life of the range or the ranch. To this life accrue distinctive social and political implications that have had vast significance throughout history.

On the other hand, the *pedalfers* support a general farm economy supplemented by

◆ *About Dr. Ekblaw:* Professor of human geography, Clark University, Worcester, Massachusetts. Author of articles and books, assistant editor of *Economic Geography*. Accompanied the MacMillan Crocker Land Arctic Expedition (1913-1917) as botanist and geologist; was research associate, American Museum of Natural History, from 1917 to 1922, and consulting geologist for two years. Member of the Explorers Club. Hobby: ornithology.

some stock raising, some dairying, some silviculture, and by some of almost every phase of agriculture for which relatively copious moisture provided by rainfall or snowfall is requisite. The pedalfers, despite their general infertility as compared with the pedocals, yield ample and trustworthy harvests from year to year, and afford those who till them security and prosperity economically, and stability and comfort socially. It is the factor of ample rainfall that affects the greater productivity of the pedalfers over the pedocals, despite the greater fertility of the latter.

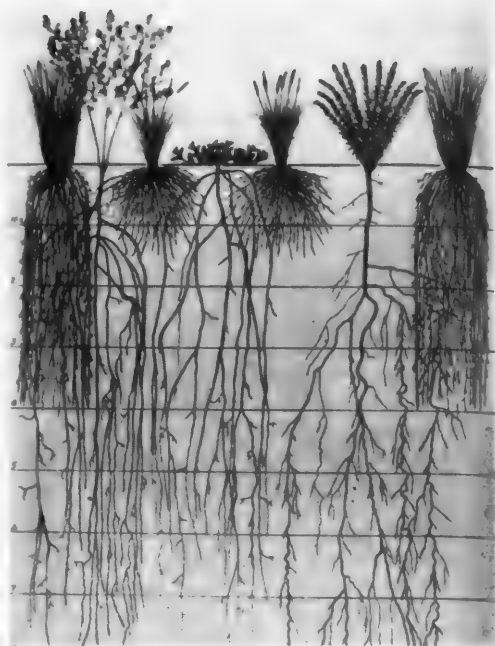
Wherever water is available for irrigation upon the pedocals, an intensive, secure, and generally profitable specialized agriculture is possible. Ample and trustworthy moisture poured over the fertile pedocal soils makes for high yields of any crop adaptable to irrigation agriculture. The highly developed apple orchards of the Yakima and Wenatchee valleys in northwestern United States, the productive sugar-beet fields of the intermontane basins of western United States, the terraces of the upper Platte and other streams of Colorado and Nebraska, the citrus groves of Texas, and the great fruit and vegetable sections of California are but a few examples of the highly specialized, intensive, productive irrigation economy achieved upon pedocalic soils. Such examples may be duplicated in almost every pedocalic region of the world where water for irrigation is available.

Local Soil Subdivisions

On a smaller scale, differences between groups of soil of much smaller and detailed category in the classification of soils reflect



◆ *About Dr. Ridgley, Series Editor:* Professor of geography in education, Clark University. Formerly director of geography of the A.E.F. University in France; headed the geography department of Illinois State Normal University. Fellow of the American Geographical Society. Holds the Distinguished Service Award of the National Council of Geography Teachers for "outstanding contributions to educational geography."



VEGETATION'S CONTRIBUTION TO SOIL

Of the grassy types of vegetation, about three-fourths of the plant is below the surface, while one-fourth grows above the ground as the stem, leaves, and flowers. When a plant dies the soil receives not only decaying stems and leaves but also decaying roots. Why should grassland soils be more fertile than forest soils?

corresponding divergences in physical environment and afford corresponding distinctions in man's utilization of the soil and his resultant economic and social system. One such example, this one from New England, must suffice.

In the Connecticut Valley of Massachusetts and Connecticut one of the most intensive forms of land use is the growth of high-grade tobacco upon the fertile, mellow Agawam, Chicopee, and Hadley very fine sandy silts and loams. Some of the tobacco is grown under cheesecloth. The soil is heavily and discriminatingly fertilized, the harvested leaf is most carefully cured and packed, and hundreds of dollars per acre are invested in the equipment and cultivation of the crops. Normally, the profits are commensurate with the cost. When tobacco is not grown upon those soils, almost equally intensive cultivation of onions, potatoes, asparagus, and other truck

crops is possible. The soils are amenable to the most intensive use.

In many places immediately adjacent to these soils, the coarser, droughtier Merrimac, Windsor, and Hinckley sands and gravels are so subject to excessive desiccation that such intensive utilization is not only too hazardous to attempt but highly probable of complete failure.

Thus, in close juxtaposition are found these groups of minor soil types, one highly productive and suitable for intensive use,

the other so unfavorable for any trustworthy or profitable type of agriculture that it is abandoned to scrub pine, gray birch, or andropogon bunch grass. Upon the more productive Hadley, Chicopee, and Agawam silts and loams a high standard of living is possible; upon the droughty Merrimac, Windsor, and Hinckley sands and gravels man can make a living only with difficulty.

Next to the several elements of climate, soils are probably the most effective factor in the land on which man makes his living.

Just Before Our Project Contest Closes

ON midnight of Saturday, April 13, every paper entered in the B. E. W. Third Annual Project Contest must be in the mails.

Thousands of reprints of the projects on which this free contest is based have been distributed since the projects appeared in the February B. E. W. There seems to be an equal demand for all the projects—Book-keeping, Business Fundamentals, Office Practice, Business Letter Writing, and Business Personality.

The six silver trophy cups for schools are being recalled from last year's winners so that we can engrave on them the names of the schools winning this contest. Any school that wins one of these cups three times will be given permanent possession of the cup. Thus far, each cup has been won by a different school each year.

Hundreds of dollars in cash prizes for both teachers and students are waiting to be distributed, and we do not envy our judges, who are confronted with the task of selecting the recipients of these prizes.

All winners will be notified by letter immediately after the judges' decisions are received. The complete official results, however, will not be publicly announced until the first of June. They will be published in the June issue of the B. E. W.

April is an ideal month for a contest of this nature, because students are project minded and wish to try out on some practical problem the knowledge and skill they

have been acquiring throughout the school year. Whether or not your school receives one of the prizes, all your students who participate in the contest will be richly rewarded through increased vocational competency attained by working the projects.

Don't forget the closing date, April 13. Wire us or send us an airmail letter if you need a quick answer to any problem that is bothering you regarding participation in the contest. Address the Awards Department, BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York, New York.

If You Wish Certificates

There is no charge whatever for participation in the B.E.W. Project Contest. If, however, you wish your students to have their contest papers considered for certification in addition to being entered in the contest, they may do so by the payment of the customary 10-cent examination fee. This fee should accompany each paper submitted for certification.

The B.E.W. has prepared a special Certificate of Achievement for this purpose. Students who already hold either the Junior or the Senior Certificate of Achievement will wish to add this special contest certificate to their collection.

We repeat: In submitting papers for the contest only, send no fee whatever. In submitting papers both for the contest and certification, or for certification alone, send a 10-cent fee with each paper.

Wondering AND Wandering



WITH

LOUIS A. LESLIE



ARE you an "either-or?" If you have been one without realizing it, perhaps you would like to stop being one. In an educational sense, this expression first came to me recently in an article about progressive education in which the author plaintively remarked about the trouble that had been caused by either-or's who insisted either on the most rigid type of classical education or on the wildest and loosest possible form of progressive education without, apparently, being able to conceive of moderation in either direction.

Examples instantly spring to mind in our own field. Many years ago someone "discovered" the rather obvious fact that a person could be a rapid typist without at the same time being the best possible office worker. *All other things being equal*, the fastest typist will be the best secretary, stenographer, or general office worker in any field requiring typing. If he can't add, of course he won't be so good a billing clerk as a slower typist who is good at figures. But, in my opinion, that is a little aside from the point, because the fast typist who *can* add is a better billing clerk than the slow typist who can add.

Because of the argument so sketchily put forth in the preceding paragraph and for similar either-or reasons, some schools today never give a typing "speed test." If you ask a pupil from those schools how fast he types, he will look at you a little blankly and tell you he doesn't know—he never

tried! Naturally, you couldn't expect to get rapid typists from such schools. Without expressing it in so many words, perhaps their attitude is that the pupil will *either* be a good typist *or* he will be able to handle general office typing well.

The same either-orness may be found in the shorthand field. In Dr. Gregg's talk at the N.C.T.F. in December, he mentioned that to this day some teachers require shorthand pupils to memorize the exact wording of the rules in the shorthand textbook. He added, with a smile, that he himself had never bothered to remember the exact wording of them! Contrariwise, there are teachers today who do not even teach the letters of the shorthand alphabet to the beginning shorthand class. Is it necessary to say *either* that the pupils must be able to repeat the wording of the rules verbatim *or* that they are not to be taught even so much as the meaning of the separate alphabetic characters, let alone why those characters join as they do?

Isn't there, perhaps, some middle ground that might give us a better way to teach? I don't mean that we should compromise on principles of teaching just to make everybody happy. Compromises have their place and are essential if human relationships are to be kept from occasional explosion. But we don't compromise on the Ten Commandments and we don't compromise when it is a matter that we sincerely believe will affect the best possible learning of our pupils. Both schools of thought can't be right when they are so far separated by the either-or.

Isn't it possible that the best possible way to teach may lie somewhere in between the *either* and the *or*?

Let us consider typewriting, which hasn't quite the thorny complications of shorthand. Certainly we don't want to keep a typewriting class practicing nothing but timed writings or speed tests. But, equally certainly, we are flying in the face of all that psychology teaches us about skill learning if we don't devise some way in which the learner may become aware of the progress of his skill. The timed writing is the only effective way that has yet been devised to do this.

Therefore, isn't it likely that the most effective typing in the office situation will be done by the pupil who has had his keyboard facility developed by means of the speed test or timed writing but who has also had an opportunity to apply that skill (*after* it has been sufficiently developed) to the writing of invoices and other office papers? Wouldn't this be the best thing to do, not just to make both sides happy by including what each side likes, but because it would offer a better balanced typewriting course?

I suppose we might say that the *either* is the engine and the *or* is the brake, but that what we need in business education is a good balance wheel.

• • In the report of President Conant, of Harvard University, for the year 1938-39, we find one sentence that consoles us wonderfully because with the change of one word it would sound just like the complaint of the businessman about so many of the young graduates from our business-education courses. He says:

From all sides, academic and non-academic, we hear complaints of the inability of the average Harvard graduate to write, either correctly or fluently.

If the graduates of Harvard University are not able to write their mother tongue with sufficient correctness and fluency to avoid this criticism, is it any wonder that the businessman has occasion to criticize the lack of ability in English of our high school youngsters who are at least four years younger than Harvard graduates and who have not had the educational advantages of four years at Harvard?

The *New York Times*, commenting on President Conant's report, asks, "Why have the young critters chewed so incompletely the cud of knowledge?"

Perhaps every shorthand teacher should have President Conant's quotation engraved ready for presentation to the businessman who complains about the lack of English ability of his graduates.

Seriously, though, this reinforces a conviction I have long held—that we teachers of business education try to achieve the impossible and in so trying we sometimes fail

to achieve as much as we could if we would limit our objectives more severely. Here is rather definite proof that we can't hope to turn out high school youngsters having perfect mastery of English.

Why not, then, limit our objective to the extirpation of the grosser forms of error, without assuming responsibility for every possible English error? By that I mean that we might well overlook some of the subtler genitive constructions in favor of a determined drive on apostrophes in general and the most pernicious apostrophe of all in particular—that wicked little fellow in *it's*.

Let's not worry too much whether the student knows why we use the nominative in "Who do you think is here?" and the objective in "Whom do you think I have seen?" But let's worry more vigorously about whether the pupil knows when to write *who's* and when *whose*, when to write *you're* and when *your*.

In the attempt to cover so much, we go on from one point of English usage to another with a despairing feeling that, even though they are not learning it, at least we are teaching it. *Where there is no learning, there is no teaching*. Far better that you teach and the student learn one point than that you present a dozen points which so confuse the student that he remembers none of them.

• • Ninety per cent of the New York City boys who ran away in 1939 did so because of dislike of school. This discomfiting bit of information is given by Captain John Stein, who is in charge of the Bureau of Missing Persons of the Police Department of the City of New York. Captain Stein's figures do not tell us accurately how many boys ran away, but they indicate that it might be a thousand or more.

Yes, perhaps they were the incorrigibles, the discipline cases, etc. But still it doesn't make me any better satisfied with myself as a teacher to realize that 90 per cent of all the boys who ran away from home in the city of New York and were found by the Bureau of Missing Persons reported that they had left home because they disliked school. How do you feel about it?

Captain Stein reports that the girls had more varied reasons for leaving home and that the one cause given most frequently was

"the dream of a stage or movie career, followed by friction within the home." At least that isn't the school's fault.

Personality or Shoe Polish?

DOROTHY M. JOHNSON

THE latest overworked word in education is *personality*. Isn't it about time we decided what personality is and, from that point, studied what should be done about it?

Every time we read of the efforts of an earnest, tireless teacher to improve the personalities of his students, we are glad that this matter, so vitally important to personal happiness as well as to success, is receiving attention. Thereupon, we examine the course description in the hope that at last someone may have found the philosopher's stone, which turns base metals into gold.

What do we find in this course called Personality Improvement? Usually, that the girl pupils study hairdressing and the proper application of cosmetics, and that the boys are admonished to wear clean collars and fingernails.

The teaching of these details is probably necessary. But what have they to do with personality improvement? Personal appearance may deserve the stress educators are giving it. But is it fair to mislead students by limiting the magic word *personality* to a connection with shoe polish, mouthwash, and soap?

These matters are physical. Personality, though it has physical manifestations, is of the mind. A young man applying for a job may be spotless, odorless, and perfectly pressed, but he may also be a source of dangerous and expensive office discord, a trouble maker and a tattler. His appearance is not his personality. The factors of personality are intangible.

The word we use to identify what we hope to bring about by improving personality is "adjustment." It has a grinding, mechanical sound, reminiscent of calipers

and screw drivers, but at least it is an honest word that does not mislead anyone.

Now the words *intangible* and *adjustment* are natural enemies, for how can you adjust something you not only cannot see but could not even touch if you did happen to blunder near it? Nevertheless, desirable personality adjustments can often be made—probably not without difficulty and even pain, but made, just the same.

It is to the dark, mysterious jungle of the mind that we must turn our efforts. Explorers there—masters of the science of psychology—have shown us many vital facts about the science of "adjusting" intangibles. But we should not require them to work alone. They deserve co-operation.

One need not be bowed down with degrees in order to contribute to our knowledge of the workings of one mind upon others. Personality is one study that requires plain common sense and human understanding even more than it requires deep scholarship and the memorization of theories.

Personality is of the greatest interest and importance even to the layman; surely the classroom teacher, with even keener interest and the added advantage of training in educational psychology, can apply himself to the study and teaching of personality development, with resultant advantage to himself, his pupils, and society.

Willing hands and eager minds are needed in the great work that is being done in personality study. But all of us should face the fact that appearance is *not* personality; that to call the application of cosmetics "personality training" is a cruel deception; that an improved appearance may brace the spirit, but a well-adjusted personality gives it wings.



N.A.C.T.T.I. Meeting Held In St. Louis, February 23-24

PAUL L. SALSGIVER
Incoming President

THE National Association of Commercial Teacher-Training Institutions held its thirteenth annual convention at the Mark Twain Hotel, St. Louis, on February 23 and 24. Two important changes were introduced this year: a two-day conference was held for the first time, in place of the usual one-day meeting, and the name of the organization was changed. Hereafter it will be known as the National Association of Business Teacher-Training Institutions.

The program previously announced was

carried out under the able leadership of President Vernal Carmichael, and every session was well attended.

The masterly address of Dr. L. A. Pittenger, president of Ball State Teachers College, will long be remembered by everyone who heard him. Democracy took on a new and intensely personal meaning for every one of his listeners as he described what it had meant to him throughout his career.

Miss Edith Winchester, of Carnegie Institute of Technology, chairman of the luncheon committee, is to be congratulated upon the outstanding success of this part of the two-day session.

The local committee, under the direction of its chairman, Warren K. Begeman, principal of Hadley Vocational School, St. Louis,



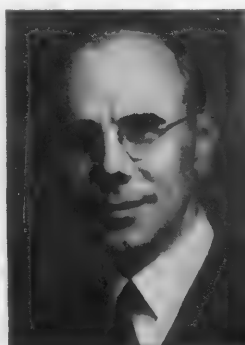
FRANCES B. BOWERS



H. M. DOUTH



EDITH M. WINCHESTER



DR. MCKEE FISK



DR. H. G. SHIELDS



THOMAS COATES



DR. PAUL SELBY



DR. V. H. CARMICHAEL

arranged a number of educational business and pleasure tours and made every effort to meet the individual wishes of the members during the convention.

Ann Brewington, of the University of Chicago, who has efficiently edited the bulletin service for the past several years, again accepted appointment as chairman of the Association's research committee and editor of its bulletin service.

The committee on policies is to be continued without change in personnel. Members are Dr. H. L. Forkner, Columbia University, chairman; Paul L. Salsgiver, Boston University; and Lloyd Jacobs, State

Teachers College, Trenton, New Jersey.

The following officers were elected:

President: Paul L. Salsgiver, Boston University.

Vice-President: Frances B. Bowers, Temple University, Philadelphia.

Secretary: H. M. Douitt, University of Akron, Akron, Ohio.

Treasurer: Edith M. Winchester, Carnegie Institute of Technology, Pittsburgh.

Board of Directors: Dr. McKee Fisk, Oklahoma A. and M. College, Stillwater; Dr. Harald G. Shields, University of Chicago; Thomas Coates, New River State College, Montgomery, West Virginia; Dr. Paul Selby, State Teachers College, Kirksville, Missouri; and Dr. Vernal H. Carmichael, Ball State Teachers College, Muncie, Indiana.

N. E. A. Department of Business Education News

ARRANGEMENTS for the Milwaukee convention of the Department of Business Education of the National Education Association are rapidly nearing completion. The local executive committee on arrangements promises a full program of social activities from June 30 to July 4.

Members of the local committee are as follows:

Director: Lenys Anna Laughton, Milwaukee Vocational School.

Headquarters Chairman: Lenna Larson, Milwaukee Vocational School.

Hotel Arrangements Chairman: Prisca Batz, Bay View High School.

Entertainment Chairman: Agnes Halbach, North Division High School.

Publicity Chairman: Erwin Keithley, South Division High School.

Reception Chairman: Lynda Freitag, Milwaukee Vocational School.

The New Pfister Hotel will be headquarters for the Department of Business Education. Room reservations should be made at an early date.

Mrs. Frances Doub North, president of the Department, and Second Vice-President Hollis P. Guy write us as we go to press that the official program is taking shape rapidly.

The program for Wednesday, July 3, will probably be the highlight of the convention. The Department luncheon will be held on that day. It is to be followed by a repetition

of "Information, Please," one of the most popular features of the San Francisco meeting last year. A boat ride on Lake Michigan with dinner and dancing is scheduled for that evening.

Further details about the program will appear in next month's issue.

Edwin A. Swanson, editor-in-chief of the Department *Quarterly*, announces that the spring number will be devoted to "Improving Instruction in Typewriting." S. J. Wanous, of the University of Arizona, is associate editor of that issue of the *Quarterly*.

Dr. Vernal Carmichael, first vice-president of the Department and national membership director, continues to turn in reports of a most successful campaign for memberships. He and his committee are striving for a goal of over 5,000 members this year. They have almost reached the 4,000 mark, with three months yet to go.

The interesting illustration on the facing page is evidence of the wholehearted support his state directors are giving him. Incidentally, Wisconsin has moved up from seventeenth place, her position last year, to eighth place in this year's membership drive.

Checks for membership should be mailed to the treasurer, Harold T. Hamlen, Morristown (New Jersey) High School.

Department of Business Education

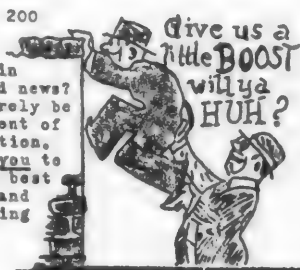
OFFICE OF DEPARTMENT DIRECTOR

WHITENATER STATE TEACHERS COLLEGE

OF THE NATIONAL EDUCATION
ASSOCIATION OF THE UNITED STATES

To the Commercial Teachers of Wisconsin:

Hello folks! Did you know that the NEA meets in Milwaukee, June 30 to July 4, 1940? Isn't that good news? That means that you as a commercial teacher will surely be interested in attending the meetings of the Department of Business Education which is part of this big Convention. It means too that here is a chance for each one of you to boost for membership in Wisconsin. You can do this best by joining the teachers who were members last year and the ones who will join the ranks this year in boosting for memberships in the Department.



Why should you join? These are some of the reasons:

1. It denotes professional growth in one's self and in one's profession.
2. It helps to build up a powerful organization which helps to mould public opinion in our favor.
3. It secures for Business Education the backing which it deserves.
4. It keeps commercial teachers informed through the medium of the National Business Education Quarterly and the National Business Education News.

What do you learn from the Quarterly?

Every business teacher wants the best and the latest in his or her profession. Here are timely articles written by authorities in the business field. Here is a chance to exchange ideas and to get some new fresh ones. All for the price of One Dollar! Can you afford to miss that opportunity?



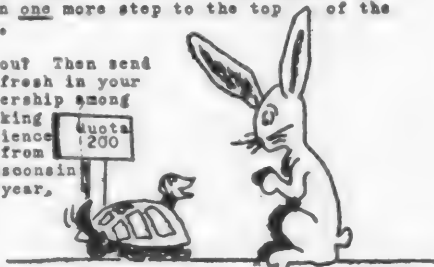
You ask, "How strong is the organization?" The strength of any organization is as strong as its weakest link. Each new member is adding a link to the strength of the entire chain, and the number of members depends upon your support, does it not? Will you add your link?

Last year Wisconsin ranked 17th in the number of memberships. Do you want California, New Jersey, Illinois, Michigan, New York, Indiana, Pennsylvania, Ohio, Massachusetts, Missouri, District of Columbia, Louisiana, Iowa, Maryland, Kentucky, and Washington to lead us again this year? Of course not! Will you do your bit to make it possible for Wisconsin to rank in the upper Quartile in 1939-1940? If you send in your membership NOW, that will mean one more step to the top of the wall—the desired goal of at least 200 members.

Join today. Boost for Wisconsin! Will you? Then send in your own membership right away while it is fresh in your mind. Would you help by getting one more membership among your colleagues? Then you would surely be working for the Grand Old Badger State! Why not experience "that grand and glorious feeling" which comes from doing your bit in showing them in June that Wisconsin has doubled, yes, trebled her membership this year. Will you accept the challenge?

Fraternally yours,

Marie S. Benson, Director for Wisconsin.



CLINTON A. REED

Chief, Bureau of Business Education, New York
State Department of Education

I HAVE read with considerable interest the BUSINESS EDUCATION WORLD March editorial—"Public Relations."

It is my humble opinion that a great deal of good can result from the development of a worth-while public-relations program. There is little doubt that, in spite of publicity given educational matters in recent years, the public in general knows little about school activities, programs, ideals, or objectives. This lack of public understanding is one reason for the apparently vulnerable position in which the school systems find themselves in the light of present-day retrenchment policies.

Education is probably the country's biggest business, yet what education is and how it operates is not understood by the average taxpayer. Most school publicity is of the hit-and-miss type, often developed solely by news agencies rather than by the school people who should be primarily interested. A good long-range public-relations policy would accomplish considerable toward improving the place of education in the mind of the public.

I concur most heartily in the suggestion that business departments in our schools must re-examine very carefully their programs, teaching schedules, and general efficiency before "telling the world" how good they are. They should be able to justify their vocational programs of study in terms of vocational opportunity in local and nearby communities. If their present program does not suit local needs, immediate steps should be taken toward its improvement and general reorganization.

Most people who know about the business-education department in the local high school think of it only in terms of its vocational objectives. Few realize that the general-education function of the business department is of equal importance and in some communities the only real reason for offering business courses. Naturally, however, if the general-education objective is emphasized, it is necessary that teachers be certain that the courses they offer and the instructional methods they use do contribute copiously to the pupil's general education. We suspect that too often the teacher's opinion of the general-

Putting Our bu

EDITOR'S NOTE—Our editorial in the *March* (1934) has been in the hearts of our readers. We had planned to publish a successful public-relations program. After reading many of the comments received from our readers, we have decided to publish it.

Before telling the world how good we are of us—we must first set our house in order. To me recently, "If the public ever finds out we are in trouble." That statement, of course, did not mean that we are in trouble, but it does serve to emphasize the need of publicity turned on business education before it is too late.

In this issue, we are publishing comments by C. Edgeworth, and Howard E. Wheland. Others will have the pleasure of publishing soon a report carried on by the New Jersey Council of Education. The director of business education, is an active member. The *Observer* will carry an article by Mr. Hamilton on "Public Education."

Public e

(A digest of the *March* 1934)

WE are living in an age of high-pressure lobbying. Every activity dependent upon the support of the public must have competent, vocal leadership if it is to survive. Too many school administrators and teachers, not recognizing the danger of hostile interests until catastrophe is upon them, have been so absorbed by their in-school activities that they have overlooked their obligation to keep the public aware of the objectives and achievements of the public schools in terms of student attainment and tax levies.

Quoting Alvin C. Busse:

It is the job of a public-relations department to make factual interpretation of your institution to a concerned citizenry in a manner to gain and maintain such public regard as your institution rightly deserves. . . . On this score, then, your policy is to be one of all cards on the table, with teachers, students, employees, parents, the press, and the community.

Several years ago, business discovered that its relationship with the public would have to be more than that of seller and buyer if it wished to bring about an understanding and good will that would be mutually beneficial. Some of the largest corporations in the country took the lead and established a new department, the Department of Public Relations. Other businesses soon followed suit.

Business education, however, has not yet awakened to the fact that it, too, needs

House in Order

... (digested below) struck a responsive chord and now up the editorial this month with a description being conducted by a commercial department. From prominent educators, we have changed our plans. We have another and a more important job ahead of us. The reader put it, "A high school teacher said that going on in our high schools, there will be a change specifically to conditions in commercial education of being sure that we want the light of the new switch.

Clinton A. Reed, John N. Given, Clyde B. ... follow in the May and June issues. We hope to see the excellent work in public relations being done of which Charles W. Hamilton, New Jersey's ... The next issue of the *Business Education* ... "Better Public Relations Through Business

Public Relations

(May, 1940, editorial)

... directors of public relations and for the same hardheaded, profit-and-loss reason. Business education, too, has its public—a heavily loaded taxpaying public—to which it must interpret its service and justify its cost.

We have confronting us two tasks of grave importance that must be undertaken immediately. First, we must take the necessary steps within our own profession to eliminate inefficiency and wasteful expenditure of money, where these evils exist, or else steps will be taken by taxpaying bodies outside the profession to do this task for us.

After we have set our house in order, we must undertake the second task. We must interpret our educational program to taxpayers through a public-relations department in the same manner that business is doing.

The responsibility for undertaking these two tasks lies heavy on the shoulders of business educators, because nearly one-half the entire high school student body is enrolled in one or more commercial subjects.

If our schools need to be run in a more businesslike manner, or if they need to be defended from a dollars-and-cents point of view, who should be better qualified to help tackle these two jobs from within than the large army of teachers and school administrators who are training the future business leaders of this country?

education values of the courses he offers is conditioned by rationalization and wishful thinking.

Public relations is a phase of the educational system that has received too little attention. Probably alert school officers will prefer to place a well-trained person in charge of all phases of public-relations work in order that all departments of the school system may be adequately presented to the public. In other school systems, administrators will prefer that each department prepare its own public-relations material for submission to responsible officers who may use it to advantage at the right time and under the proper circumstances.

Some school systems have given considerable attention to public relations. Annual reports have been prepared in pictorial and graphic form in order that information may be given the widest possible distribution. The surface has probably only been scratched, however. A great deal of good can be accomplished when the problem really receives the deserved amount of attention.

JOHN N. GIVEN

Supervisor of Commercial Education, Los Angeles

IT is amazing how quickly one idea has spread to all parts of the country. The need for an adequate public-relations program is now being recognized as an essential part of any sound educational activity. Only one organization, the public schools, has been negligent in keeping the public informed in a satisfactory fashion. Why do we realize, now, that we have been guilty of omissions in this regard?

Perhaps no one answer would be sufficient, but now that we are at the peak or near the peak of enrollments in secondary education, we realize the importance of selling our product to the public. Business teachers in all groups should be the most aware of the importance of this type of activity. With their varied backgrounds of fine business activities, they realize how much responsibility business has tied up in its public-relations program.

It is too bad this program could not have been started several years ago. We have clutched at the elusive phantom of hope that each one of our students and each member of our faculty would be a public-relations person—that each one, being conversant with the job that the schools are trying

to do, would give the public the information that is necessary. We know now that this is not the case. No organization, particularly no business organization, would be so careless about its reputation with the public.

The editorial in the March *BUSINESS EDUCATION WORLD* struck home a telling blow when it said: "Too many school administrators and teachers, not recognizing the danger of hostile interests until catastrophe is upon them, have been so absorbed by their in-school activities that they have overlooked their obligations to keep the public aware of the objectives and achievements of the public schools in terms of student attainment and tax levies."

The responsibility for creating a sound program of public relations lies not alone within the province of any public agency that a school may seek to set up. It is the responsibility of all teachers and administrators.

We should be concerned immediately with three important matters:

1. We should recognize the fact that the taxpayers of each community will support any sound program of education only to the extent that they are made aware of the needs, problems, advantages, and disadvantages of the program.

2. We must recognize the fact that the taxpayer has the right to know in what manner and to what degree his tax money is spent for education.

3. We must recognize the fact that such a public-relations activity would in no sense be considered as a type of "high-pressure lobbying." No group is in greater need of support than are our public schools. No group is in a better position to give the help and direction that are needed than are our teachers of business education.

CLYDE B. EDGEWORTH

*Supervisor of Commercial Education,
Baltimore Public Schools*

FOR years it has been my belief that our schools in many ways should resemble a

modern successful manufacturing concern. The heads of such a concern today know that, if they expect to enjoy the confidence and continued patronage of the buying public, they must produce articles of real merit efficiently and at a reasonable cost. They must have the good will of the public. Over and over again we hear the businessman talk of a satisfied customer. The same is true in public education. The taxpayers' money is going into the schools to produce what the supporting public hopes will be an efficiently trained product.

Are our schools being efficiently run? Is scientific guidance taking place so that youth may be assisted in choosing curricula that will train for objectives and aims set up? Is youth being well taught and well trained so that their objectives may be achieved? Are the schools making an effort to place their product in profitable employment for which they were trained? Are the schools following up their placed product to find out if their training programs are functioning from the point of view of the employers and the graduates? When these questions can all be answered unhesitatingly in the affirmative, then it is time for persons in all phases of education to consider the public-relations angle.

When a manufacturer places a good product on the market, he is justified in advertising that product. So it is with schools; when their job has been well done, they too should "tell the world."

Mr. Busse is perfectly right in his comments on educators' "setting their house in order." He is also right in his comments on the necessity of educating the public about their schools. Every wide-awake school administrator is concerned with this problem, for with curtailment of public school funds the work of the schools will suffer.

There are many avenues of publicity open to the schools today. Advantage should be taken of all of them. The superintendent will be the outstanding and main contact officer between the public and the schools. A great responsibility rests upon his shoulders.

ders, and he should be worthy of the confidence placed in him. The teachers will be responsible for the degree of confidence and esteem in which they are held by the community. In many communities the school administrators are already conscious of their opportunities of reaching the public through the parent-teacher organizations, through movies of school activities and programs, through bulletins on departmental activities, through a series of school radio programs put on by a local broadcasting company, through the contacts and participation with local organizations, and through local press publicity. Business educators have their part to play in every one of these opportunities.

An enlightened and educated public is not going to see its schools crippled through lack of funds if its members are satisfied that they are getting their money's worth in the efficient training of the youth for life's activities and good citizenship.

HOWARD E. WHELAND

*Head, Commercial Department,
John Hay High School, Cleveland*

YOUR March editorial surely will be of vital interest to many school administrators and teachers. In fact, at the present time in Cleveland the lack of effective advertising or promotional activities on the part of the schools is, I am afraid, going to get us into serious difficulties. (A bond issue was defeated on February 27.)

It seems the only time schools try to arouse public interest and support is when a bond issue or tax levy is to be presented. To my way of thinking, this brings more harm than good to the schools. Such activities should not be confined to a few weeks of the year, but there should be a continuous educational program that will keep the schools and their effectiveness and needs before the public at all times.

Our work at John Hay has necessitated many contacts with businessmen, and I can see the lack of co-operation that is very evident in those schools where more academic subjects are offered. The reason may be that these schools lack the opportunity

to meet with business groups. We should create opportunities instead of waiting for them to present themselves.

We have invited a group of fifty office managers to come to our school the first week in May for a dinner meeting. At this time we have planned to have our seniors demonstrate the skill training we are giving. From time to time our department meets with two or three men from this office managers' group, and many common problems are brought up for discussion. Our contacts with these men have been very much worth while. Of course, it isn't always possible for all schools to make such contacts.

Yes, it's time teachers became human beings and mingled with the crowd instead of remaining so "professional." It's time we took an inventory and attempted to justify the various subjects in the curriculum. Businessmen have a right to complain unless they can be shown the necessity for and the worth of some of the subjects offered.

If, by chance, you have read this far, you are probably of the opinion that I am a little disturbed. I am just that, because one teacher or one school can't do the job alone, and it seems the group had better get started *soon!*

More power to you if you can convince the teachers that any change had better come from within and that we had better do some efficiency "experting" ourselves.

TO HELP YOU SET YOUR HOUSE IN ORDER

THE greatest of faults is to be conscious of none.

Today school administrators and teachers are in little danger of suffering from this comfortable, if corroding, fault. Gone is the day, and happily gone, when Teacher was always right, when a word from the high school principal ended argument on almost any topic and the superintendent of schools was regarded with awe because of the mysterious powers of "higher education." The American people have lost their naïveté, a fact that in itself is a tribute to the public schools of the country.

Now, however, those interested in the welfare of our public schools must be alert to dangers greater than a blind and unquestioning faith in institutions and their representatives. These dangers are: shallow cynicism, which has been described as the state of knowing the cost of everything and the value of nothing; powerful and hostile vested interests clamoring for public money; and last, but probably not least, lethargy, indifference, and sophistry within our own ranks.

In order to combat these dangers, we must keep the great masses of our people informed concerning the contributions of the schools, which means that at the same time we must be continually evaluating our own work. A publicity program based on clever catchwords and flag-waving slogans will not suffice; the words must be backed by facts.

What are the schools trying to do? What methods are they using? Are they achieving results? These seem to be sensible questions that parents, as well as educators, should ask, and undoubtedly the best defense of our schools lies in definite, clear-cut answers backed by undeniable proof that the schools are doing their job. Only upon such answers can a truly effective public-relations program be built.

For example, how would you rate your business-education department according to the following questions?

1. What services to students, graduates, and our community at large should our business-education program offer?
2. To what extent does our business-education program meet the present and future needs of the student?
 - a. Does it provide education that will contribute to his economic competency when he must handle his personal finances and make the most of his resources?
 - b. Does it inculcate in the student a feeling of social responsibility and a desire to do his share of work in the world?
 - c. Does it offer him sane vocational guidance based upon his individual capacities and the adviser's wide knowledge of present-day business demands?
3. What services does our business-education department offer to graduates?
 - a. Does our department attempt to place its graduates in jobs? Is a responsible member of the teaching staff given time during school hours to call upon businessmen in the community in an attempt to establish closer co-operation between local business and business education? How many of our business-education graduates find jobs for which they have had training? How many of them succeed on the job? What do these figures mean?
 - b. Does our school help the graduate adjust himself to his first job? Would the graduate feel free to call upon our school for help? Would an employer call the school before dismissing a graduate to see whether the tragedy might be avoided?
 - c. Does anyone from our school call at business houses to find out whether graduates are succeeding on the job? If they are not succeeding, why are they not succeeding?
 - d. Does our department offer courses on the postgraduate level for graduates who find that they must supplement their high school training?
4. To what extent does our business-education department co-operate with the community?
 - a. Is the work of the department adapted to business practices in the community? For example, do we know whether local business firms use voice machines widely enough to justify
- d. Can the student develop vocational competence in at least one initial skill in our department? Does our school provide opportunity for actual working experience either in the school or in the offices of co-operating business firms? If it does not, is there at least a laboratory course in secretarial practice or office practice where the student may integrate various skills and knowledges?

the purchase of both Dictaphone and Ediphone machines? Are the machines in our office-practice laboratory similar to those used in local business houses?

- b. Do we establish good will between the school and the community so that businessmen will share with us the responsibility for the welfare of our young men and young women?

For example, is there any attempt upon the part of any of our business-education teachers or administrators to persuade businessmen to pay living wages to competent and skilled graduates, or is a \$5-a-week job considered a victory for the department?

Are local business leaders invited to the school to speak to the students? Do students visit local business firms and industries?

- c. Does our business-education department seek to foster and improve community aims and ideals, or does it tend to destroy them? Are students encouraged to see opportunities at hand, or is their attention subtly, and perhaps unconsciously, directed away from local enterprise by teachers who have a bias against the home industries?

Are students turned against business at the outset by teachers who condemn business practices and give students the idea that they have no chance to succeed?

- d. How definitely can the department evaluate its past achievements in terms of cost to taxpayers? Are students and graduates urged to report the amount of money they have been able to earn because of their business training? Can we prove that the money spent on business education is returned to taxpayers in the ability of their children to earn money and to spend it wisely?
- e. What attempt is made to place all the facts concerning business education before the public? Do local newspapers co-operate by printing news of the department? Does the

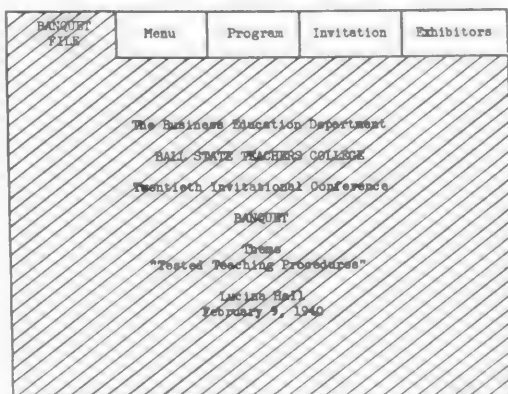
school newspaper give the department its fair share of space? Are the business-education teachers aware of the value of this type of publicity? Are parents invited to the school to see the work that is being done? Are their opinions seriously considered?

Probably all the foregoing questions could be condensed into four simple questions, which we should answer before we attempt to tell others about our work. They are: What do I honestly think of our business-education department? Why? Can it possibly be improved? How?

Additional comments on the March editorial will appear next month. What do *you* think about this question, and what are you going to do about it in your own department?

THE UNUSUAL FILE FOLDER pictured here was used to dispense information at the banquet held in conjunction with the twentieth invitational conference of Ball State Teachers College, held in February.

The outer folder, of red art paper, is 4¼ inches high and 5½ inches wide. A wire staple, inserted at the back near the bottom, holds the inner sheets firmly.



The captions "Menu" and "Program" are self-explanatory; under "Invitation," Pi Omega Pi, national honorary fraternity for business education, invited conference members to an informal reception; and under "Exhibitors" were listed the exhibiting textbook publishers and business-machines manufacturers.

The file folder was designed by Albert Dickason, a teacher in training in Miss Frances Botsford's secretarial-training class at Ball State.



No Middle Ground

KENNETH
B.
HAAS, Ed.D.

Selection of Students

THE intellectual prerequisites for entrance into co-operative part-time training in the distributive occupations should be maintained at a reasonably high level. To lower them will result only in lowering the standards of training in this field. Even when a conscientious attempt is made to select and guide those who are endowed with the qualities necessary for success in distributive occupations, many inept, mentally sterile, and socially incompetent persons are likely to be admitted.

The distributive occupations require that persons engaged in them possess both mental and manipulative skills far beyond those ordinarily assumed to be necessary. Persons who are permitted to enter training courses for these occupations, therefore, should be carefully and even arbitrarily selected.

The care with which students are selected should be determined by the basis upon which the training is organized. If the main objective of the training is vocational, only students whose scholastic, social, and health records indicate that they will succeed in store work should be admitted. If this policy is followed, the classes will be composed entirely of selected students, and the number of classes and the enrollment in them will be limited to the number of part-time students that stores can employ.

Measurement and Testing

Refined measurement methods for selecting students for enrollment in training courses in the distributive occupations have

not as yet been created. Nevertheless, there are several tests and measurement devices that can probably be successfully adapted to selection in this field of training.¹ The various standard tests and measurements, when combined with an analysis of the prospective trainee's social, scholastic, health, and personality records, will give a high degree of accuracy in prognosticating success in distributive occupations.

Testing devices used to select students for distributive training should be based upon an actual measurement of each pupil—first, with regard to his capacity as he grows; and second, with regard to a common measure of his school accomplishments.² Many tests and rating scales for measuring intelligence and ability have been devised. It is now possible to measure, in terms of chronological age growth, the accomplishment of pupils in the successive grades and to compare their accomplishments directly with the measure of the learning aptitudes. These two relations may now be brought together through what are known as the intelligence-quotient (I.Q.) and the aptitude-quotient (A.Q.) tests.

Basis for Credit for Store Work in Part-Time Co-operative Classes

One of the problems that the teacher of the co-operative part-time class must solve is the amount of credit that shall be given to each of the students and the basis upon which such credit shall be granted. Some students may be employed approximately fifteen hours a week as part-time co-operative workers; others may work only on Saturdays and special sale days and during the Christmas and Easter vacation periods for an indefinite number of hours;

¹ See *Public School Achievement Tests*, Public School Publishing Company, Bloomington, Illinois, 1939, for the latest tests involving these factors.

² See *Tests for Business Education*, by Segel and Haas, Misc. 2109, U. S. Office of Education, Federal Security Agency.

and a third group may not be employed at any time.

Perhaps the only fair plan to follow is to give credit to all the students enrolled in the retail-selling class for their class work on the same basis that they are given credit for class work in any other school subject scheduled for an equal number of periods a week and for which a comparable amount of preparation is required. The school executive must decide, however, what additional credit, if any, shall be given for the co-operative store work.

In some schools, students are given separate credit for store work, on the theory that store work quickens the student's personal, social, and economic growth. In these schools the same amount of credit is given for daily part-time store work that is given for any other five-period subject. This credit is given on condition that:

1. The student is enrolled in a retail-selling program at the time he is employed as a co-operative worker.

2. The co-operative work is regular and permanent throughout the school term.

3. The quality of the student's store work and his personal growth are satisfactory to the store and to the school.

If the school executive decides to give independent credit for store work, the students who are employed for regular part-time co-operative work will receive credit for both the class work and the store work; students who are employed less than the required fifteen hours a week will receive credit for the class work only but will, through the store work, have an opportunity to decide whether they wish to go into store work as a vocation; and students who are not employed will receive credit for class work only.

If the school executive decides not to give independent credit for co-operative store work, he will be confronted with another problem. Under such a policy, students who are employed as regular part-time workers and who spend fifteen hours a week in stores will receive the full amount of credit for the retail-selling course; but the executive must determine the amount of credit, if any, that shall be given to the

other two groups of students in the class.

It will be difficult to establish the proportion of credit the students are to receive if they work less than fifteen hours a week or if they do not work in a store at all. Inasmuch as co-operative store work supplies the kind of experiences essential to the student's development into a desirable store worker, the school executive may eliminate the problem of fractional credit by requiring that all students who enroll in a course agree to do store work.

Advisory Committees

An advisory committee, appointed by the merchants' association or composed of men chosen by the merchants themselves, can give invaluable help and counsel in the following ways:

1. In developing the content or the subject matter to be used in the co-operative-training program.

2. In determining the procedure to be followed in putting the program into operation.

3. In making job analyses of local junior store positions to guide the school in selecting and placing retail selling students.

4. In determining the length of the course and its place in the curriculum.

In addition, an advisory committee can assist the school to formulate general policies to guide it and can assist the stores in their decisions concerning problems and unexpected situations that arise from time to time in connection with part-time co-operative-training programs. A local advisory committee consisting of representatives of the retail trade, labor organizations, civic groups, and school people can interpret training problems in terms of local needs.

It is difficult for teachers alone to plan the course content and methods of proce-

♦ *About Doctor Haas:* Engaged in distributive education in Washington, D. C. Formerly professor of merchandising in Bowling Green (Kentucky) Business University. Ed.D. from New York University. Has published books and many magazine articles and has been an editor of *Business Education Digest*. Member of Phi Delta Kappa. Has taught in high school and college and served for four years in the U. S. Navy. Hobbies: "fishing; sitting in an easy chair; writing."

ture. They need the assistance of local groups, which can in turn obtain the help and advice of supervisory committees or councils in developing a long-time program of training. If such committees formulate and guide all policies, the program will be approved by employers, employees, and civic groups. An entirely new attitude toward new instruction is created when the people themselves, through representative advisory committees, ask for innovations, changes, and improvements in education.

Full-Time Preparatory Training

The only distributive education reimbursable from Federal funds is that for persons already employed in the distributive occupations. The importance of providing preparatory training in this field, however, should not be overlooked by secondary-school authorities.

Preparatory training in the distributive occupations on the secondary level could very well begin in the ninth grade and continue to the twelfth grade. It might include substantial background training that would prepare youths to meet the social and economic changes in the world in which they must live. If the broad program of distributive education is to be truly effective, preparatory business subjects must be included in courses for youths who expect to engage in distributive occupations. Classroom training should be supplemented with store-training projects and other appropriate aids and devices.

The length of the distributive-training course and the year or years in the high school curriculum in which it is to be taught are dependent on each other, and both are dependent upon the objectives of the course. If the course is intended to prepare students for store work, the training period should not be less than two semesters of eighteen weeks in length. The course should be taught in those years that immediately precede the working period.

A two-semester course should provide ample time for the study of those school subjects that will best fit the student for a position in a store. The course should allow the student an opportunity to develop,

through supervised store work, those attitudes, abilities, and skills that are desirable. A course whose objectives are social rather than vocational has no place in a program of training for job efficiency. A one-term course is of little value because it allows time for only a general discussion of a few of the fundamentals of distribution.

The task of the school in preparing youth for vocational life in the distributive occupations is twofold. In the first place, preparation training for such occupations should give youths a bird's-eye view of the field. This involves instruction that will acquaint them with the nature and scope of the entire field of economics and distribution. In the second place, preparation training for the distributive occupations should include training through actual employment in the attitudes, understandings, and skills of at least one broad area of the distributive business.

Much greater emphasis should be placed upon fundamental instruction on merchandise, including raw materials, processing of raw materials, methods of insuring quality and standardization, practical tests for quality, the geography of the production and processing of raw materials and the geography of consumption. Indeed, it is urged that merchandise studies comprise at least half, if not more, of the subject matter included in vocational courses in the distributive trades.

Subject matter for courses in distributive education should have a direct bearing upon consumer use of commodities sold by merchants as well as upon the raw materials from which these commodities are processed. Distributive workers need to study goods from the standpoint of their consumption as well as of their production.

Instruction in practical economics should form a part of the general training program for those who look forward to ownership or executive work in the distributive occupations. It may be necessary to have textbooks that will present the subject of economics in a form adapted to the needs and understanding of youth. In any event, one of the fundamental educational needs of those who are training for the distributive

trades is an understanding of at least the elementary principles of economics.

The economics of consumption, ordinarily considered as a mere detail of the general subject of economics, merits a special place and a new emphasis in programs of training for the distributive occupations.

It is naturally difficult to provide detailed instruction in all branches and subbranches of the distributive occupations. Care should be taken not to arouse anticipations of training that cannot be readily fulfilled. Many courses can be given on a practical basis only through institutes or short courses held at central points to which students from an entire state, or from several states, may come periodically. Instruction for employment in the jewelry trade is an example. The subject matter that should be offered in a preparatory course for work in this trade is highly technical. There are few cities in which there are, at any given time, enough prospects for training in this field to warrant setting up a course in it.

Care must be exercised to make sure that training programs in the distributive occupations do not become pre-eminently training programs for employees in department stores and chain stores. There is a danger that the owners and managers of such institutions who are alert to the possibilities of training for employees of their establishments may, without intending to do so, influence schools to set up training programs that emphasize only the special needs of department and chain stores. In the long run, training for the distributive trades must be planned for all distributive groups and not for one or two groups.

Examples of Typical Preparatory Courses

That no definite consensus has as yet been reached as to just what specific training is required by those preparing for store work is indicated by the wide variance in the subjects required of students pursuing such courses. In most of these courses, instruction in retail selling or salesmanship is required. Too often, however, the instruction offered under this head is indefinite and the topics covered vary. For example, some salesmanship courses cover

only the principles of salesmanship; others consider a wide range of topics, including store organization, store system, commodity studies, and similar subjects. In some schools, store organization, store system, and other such topics are given separately.

The subject matter for distributive-education courses should be based upon local needs and requirements, school policies, and expedience. Among the subjects that might very well be included in preparatory courses in the distributive occupations in secondary schools are the following:

Related science	Advanced accounting
Business arithmetic	Home economics
Elementary business training	Marketing
Commercial geography	Personal regimen
Business economics	Store and personal-use bookkeeping
Store organization and management	Retail selling
General business training	General salesmanship
History of commerce	Business English
Textiles	Merchandise problems
Social science	Principles of advertising and display
Commercial law	Principles of retailing
Business organization or fundamentals of business	Store system
Public speaking	Bookkeeping
Color, line, and design	Advertising
Trade information	Psychology
Manufacture and transportation	Merchandising
Typewriting	Nontextiles
Household physics	Fashion
	Art in salesmanship
	Business ethics
	Economic geography

For those who desire a guide to use in setting up a four-year secondary-school preparatory program in distributive education, the following may be suggestive:

<i>Ninth Year</i>	<i>Tenth Year</i>
Business arithmetic	Commercial geography
Elementary business training	Business law
Related science	General business training
	History of commerce
<i>Eleventh Year</i>	<i>Twelfth Year</i>
Business economics	Retail selling
Store organization and management	Principles of retailing
Marketing	Principles of advertising and display
Personal regimen	Merchandising problems
Store bookkeeping	Business English

Bridging the Gap

ETHEL LUELLE BEARSS

EDITOR'S NOTE—Miss Bearss prepared the following script for assembly presentation to students, but it is likely that the program, if broadcast by a local radio station, would make a distinctly favorable impression on adult listeners—especially on doubting taxpayers.

Other teachers who are faced with the necessity of preparing a radio program will find this script readily adaptable to their own needs, and the B.E.W. hereby grants permission to teachers to use it as a pattern for their own programs.

ANNOUNCER. Good morning, boys and girls of the radio audience. You are now going to hear a guidance program entitled "Bridging the Gap." Miss Ethel Luella Bearss, head of the office practice division at West High School, Rochester, New York, wrote the script with the thought of giving guidance tips to juniors in high school. Now I want to introduce to you Mr. D. Frank Watson, head of the commercial department at West High School, who will announce the cast for this program.

MR. WATSON. I am happy to announce that the following cast has been chosen to participate in this second of our series of guidance programs. Jean Allen will read the part of the junior, and Mary Davis and Bob Evans will play the roles of the senior students who are passing on the tips to their young junior friend.

JEAN. Well, Mary, how does it seem to be a senior and to be thinking about leaving school and getting a job?

MARY. To tell you the truth, Jean, I don't like to think about it very well. I know I shall miss all the crowd around here so much.

JEAN. Yes, high school is such fun with all the gang around. I dread to think what the cruel, cold business world will be like—new routines to learn, new friends to meet, and all kinds of new adjustments to make.

MARY. But don't you think it will be thrilling to look for a job? More worlds to conquer, you know! That's the attitude I suppose we must take now if we're going to sell our ability to some prospective employer.

JEAN. A little football fight spirit, I guess, is what you have to have if you expect to go places in business.

MARY. Here's the catch, Jean. If I can read the twinkle in Dad's eye, this is what he is going to say just as soon as I get a job: "Well, daughter, how does it seem to be on the pay roll of one of Rochester's leading industries? Here's where I get a break now—no more permanents to pay for, no more hosiery bills to wear me down, no more of those hanky and costume-jewelry changes that you were always buying."

JEAN. Oh, cheer up! Maybe he won't be so hard on you, after all. You know, I think my dad would be happy if I should get even a fairly good job after I finish here. Even if I couldn't pay all my own expenses, it would help to pay for some of them, because Dad really is under a great expense with Tom and Buzzie in college and Dick and me still in high school.

MARY. That's true. We hear a lot about economic conditions not being what they used to be, that competition is keen and all that, but I don't suppose we really realize the economic strain on our parents.

JEAN. But how do you go about looking for a job, anyway? Did you take any course in high school that helped you find out how to go about it?

MARY. Yes, indeed I did! In Office Practice class I studied a great deal about getting a job. We practiced writing application letters, filled out personal-data sheets, and dramatized the business interview. But one thing that impressed me especially was that our teacher told us that about two-thirds of our success, and whether or not we got a job, would depend on our personality. She told us that we should learn how to analyze ourselves and appraise our strong and weak points.

JEAN. Mary, just what do you think a person means when he talks about personality, anyway? I've heard that word mentioned often, and sometimes I wonder what it's all about.

BOB. Hello! Won't you let me in on this party? I can answer that one. Frances Maule says, in *Men Wanted*, the book that all the boys in Office Practice were required to read, "The way we look, the way we act, and the way we talk are the foundations of personality."

MARY. Remember those self-appraisal charts we studied in class? That was fun, wasn't it? It made you stop and think what you could do

to improve yourself. Too bad you are not a girl, Bob, so that you could have been invited to the lecture by a beauty culture specialist—that was sponsored by the Hook and Curve Commercial Club. He said that we should all make the most of our appearance; that it was all right to use makeup, but that we should always try to create a natural look, so that people would think, when they looked at us, "How well groomed she is!"

BOB. Even if I wasn't invited to that lecture, I think Frances Maule has got something in the chapter on personality in that book, *Men Wanted*, that I just mentioned.

MARY. Please tell us about it.

BOB. She says that personality is not, after all, just one definite trait. It is the effect that all one's traits, working together, produce on other people. She says, "One's personality can be pretty largely summed up under the headings: appearance, manners, and speech."

JEAN. What did she say about manners?

BOB. She said that good manners can't be cultivated overnight. They're the result of continued practice. Emily Post's book, *Etiquette*, will help you there, or *Manners for Moderns* or *Manners for Millions*, by Sophie Hadida, will give you some hints.

MARY. That reminds me; when you read that book, *Manners in Business*, didn't you think what Mrs. MacGibbon mentioned about being loyal to your firm was well worth remembering?

JEAN. What was that, Bob?

BOB. She said that to speak well of one's employer not only benefits the firm but also reacts well for the employee. She said the listener's natural conclusion is, "That person must be somebody to be connected with such a good firm."

[Then follows a discussion of speech in relation to personality, and the difference between affectation and cultivation in speech.]

JEAN. Tell me some more about your Office-Practice course. You seem to be so confident that you are going to be able to get a job right away.

MARY. I really don't want to appear overconfident, because of course you can't be too sure that you're going to be lucky enough to be employed right away. But Office Practice has given all of us some very definite training.

JEAN. Tell me, what do you do?

MARY. We do extra typing, cut stencils, take dictation, perform messenger service, answer calls on the office switchboard, assist with the clerical work, and wait on customers in the school bookstore.

JEAN. That sounds like an interesting variety!

MARY. And that's not all. Some of us cashier in the lunchroom, sell streetcar tokens, and manage ticket sales for school plays. We do so many things that give us marvelous experience.

BOB. I just can't explain it, but the course somehow gives you a certain office-consciousness. My dad heard an employment manager say just the other day that he was all for having students take a course in office practice in high school. He said that it helped the student to develop poise and to build up self-confidence. He said that when he is interviewing applicants he can spot in a minute those who have had office experience in school, because office surroundings are not so strange to them.

JEAN. To hear you and Mary talk, the course sounds fascinating, because it is so practical.

MARY. Why, I haven't even begun to tell you all the things the course offers. We get instruction in the clerical duties of general office work, such as handling the office mail; filing and indexing; answering the telephone and operating a private branch exchange board. We learn how to receive callers, too. Oh, yes, and how to use office reference books.

BOB. Don't forget to tell about the different machines we learn to operate! When we started, they certainly looked like Greek to me, with so many keys to depress and so many gadgets to operate. But was it fun to see eventually what we could really do on the different appliances!

MARY. Yes, here are just a few of the things we do. We run off loads of copies on the gelatine type of duplicating machine, and run oodles of stencils on the Mimeograph. We learn how to add and check back a list of figures on the adding and listing machine; how to set up ledger accounts on a bookkeeping machine; how to add, subtract, multiply, and divide on the nonlisting machines; and we have a set of permanent records for the dictating machine.

JEAN. You've said enough. I know that I can't afford to miss a course like that. It's just the course to help me bridge the gap between school and the business office! I'm going to talk to Miss Manchester bright and early tomorrow morning and have her sign me up for it right on the dotted line. So long! Thanks loads for the tips.

ANNOUNCER. Boys and girls of the radio audience, you have just heard the second in a series of guidance broadcasts presented by the commercial department of West High School, which was directed principally to students enrolled in their junior year. Mr. Watson, head of the commercial department, will appreciate comments from pupils and parents concerning these programs, which are being planned for presentation in a series of assembly programs to help students choose their subjects more wisely while they are in high school and to give them more complete information as to the commercial opportunities that are offered right in their own school.



on the Lookout

**ARCHIBALD
ALAN
BOWLE**



This department brings to you each month helpful suggestions regarding bulletin-board displays, club programs, and equipment and supplies.

40 A new line-guide copyholder, built on a solid base of pressed wood supported by a folding easel, is sturdy and durable and is equipped with metal fittings. A transverse bar lies over the page and may be moved up or down on the copy at a touch of the finger. When not in use, the device lies flat in a drawer or on the desk, being only one-half inch thick. Reasonably priced.

41 A new portable letter folding machine is now made by Multistamp. It takes up about the desk space of a typewriter and weighs only 37½ pounds, with electric motor attached. Both hand-driven and electric models are portable and both have an automatic paper feed. The machine makes the customary folds, nearly all of them in one operation and, with rare exceptions, all textures and weights of paper, up to card stock, are handled with equal facility and ease. From 3,000 to 5,000 pieces can be folded in an hour. Other features

A. A. Bowle • April, 1940
The Business Education World
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Please send me, without obligation, further information about the products circled below:
40, 41, 42, 43, 44, 45

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Address

claimed for the device include maximum and minimum folding capacity of 10 by 16 inches and 2½ by 5 inches, respectively; easy adjustment for all folds; durable construction; and quietness in operation.

42 The DeLuxe model of the Glue-Fast is new in moisteners. By means of patented offset wick rollers this moistener supplies a controlled quantity of liquid to the desired surface. There is no brushing involved, hence no adhesive is removed in the moistening operation. This moistener will dampen an area up to 4½ inches wide and, in addition, has a built-in envelope moistening attachment so designed as to moisten only the gummed edge of the envelope. It is available in a range of finishes.

43 A. W. Faber, Inc., announces the newest addition to its line of erasers the all-service Eraserstik, wood-encased and pencil-shaped, which erases ink, pencil, or typewriting with equal facility. Sharp-ened like a pencil, it may be pointed with either pocket penknife or mechanical sharpener. The manufacturer points out that when the eraser becomes soiled through lack of use it can be given a fresh, clean point in only a few seconds. It's a dandy.

44 The Palley Bottom-Line-Card-Holder has been made more flexible than formerly by the use of a specially treated cloth instead of celluloid. The device is simply rolled into the typewriter and is so arranged as to allow front feeding of cards. It has definite stops so that each card, when typed, presents the perfect alignment and visibility that are so necessary when cards are placed in visible equipment. The holder is made in several sizes to accommodate standard widths of cards and sheets.

45 The Orthograph Company has two distinctive models of postcard duplicators: the automatic, which prints 4,000 cards an hour; and the multi-printer, which is semi-automatic, adjustable, and prints on cards from 4½ by 7½ inches down to 3 by 5.



Our Secretarial Training Bulletin Board

TERESA A. REGAN, Ph.D.

ONE half of the material on the bulletin board in our secretarial-studies classroom is an integral part of the daily work, placed there by teachers. The other half, as well as the student-made posters, is justified by the "look out, not in" effort to obtain a broader view of adequate vocational preparation for commercial high school teaching.

We are rich in the possession of a bulletin space that was made, some years before we inherited the classroom, by removing a blackboard from the side wall between two doors of an inside supply closet and by covering that horizontal surface of almost 4 yards with brown composition board.

The general caption, "Secretarial Studies," made from 3-inch strips of poster cardboard of a slightly darker brown, is thumbtacked across the middle 42 inches. Subordinate headings across the middle 25 inches of each of the halves are entitled "Articles" and "Section Work" in letters 2 inches high. The 1½-inch captions under "Section Work" are the names of the sections, making a third row of strips 7 inches wide; two of the corresponding third-row titles under "Articles" are "Notices" and "Club," although some of this material is not easily classifiable.

All printing appears in white-ink plain lettering of the three heights indicated; and the complete unit of titles occupies about 7 inches down from the top, leaving about 40 vertical inches available for placement of material.

Material Connected with Daily Work

Bulletin-board material under the heading "Section Work" is placed there by teach-

ers to let students see statements of specific objectives, outlines of required work, models of assigned typing, examples of satisfactory individual accomplishment, completed project work done by groups for other departments of the college, and section notices that are concerned with curricular work. Descriptions of papers that have hung on our bulletin board may serve to make the functions of the "Section Work" displays clearer.

Statements of Specific Objectives. At the beginning of each quarter of the college year, our commercial-department students aid in formulating their specific objectives, which are then posted under their section name for the following ten weeks. Here is the material contained in one such sheet, which concerns the group that is planning to take substitute-teacher examinations in secretarial studies towards the end of the school year:

OBJECTIVES FOR SECOND QUARTER

November 13-January 26

I. Shorthand (two periods a week):

A. To continue growth in note taking.

Standards: 120 on easy material: 80-100 on difficult.

1. Completion of review of *Gregg Speed Studies* before December 4.
2. *Gregg Dictation and Transcription*, through Assignment 60.
3. Some work in *Gregg Speed Building*.
4. 5-minute dictations from *Congressional Record Dictation*.

◆ *About Dr. Regan:* Assistant professor, commercial-education department, Teachers College of the City of Boston. B.B.A., Boston University; M.Ed., Harvard; Ph.D., Boston College. Co-author of a text in elementary methods, contributor to the B.E.W. and the N.C.T.F. Yearbook, and a speaker at teachers' conventions.

- B. To continue review of shorthand theory by means of Gregg Dictionary, through page 192, at the rate of six pages a lesson.
- II. Typewriting (one period a week):
 - A. Continuation of study of advanced techniques.
 - B. Raising of own accuracy and speed of copying as needed in light of diagnosis of own work.
 - C. Raising of standard of typing habits in transcription.
- III. Transcription (increasing emphasis in two periods a week):
 - A. Essay material, in addition to business letters.
 - B. Detection of correctible errors.
 - C. Study of preceding substitute-teacher examinations:
 - 1. Type of material—economic, geographic, educational, etc.
 - 2. Median difficulty—syllabic intensity, word commonness.

This type of sheet may differ in details from year to year, and is not presented here as a model of either attainment or form, but as evidence that students know whither they should be going during the quarter-year.

Outlines of Required Work. Outlines of required work are usually in duplicated form for the quarter term or other inclusive dates that students in a section need to complete a unit of work. These sheets are placed cumulatively over preceding ones of the year, so that only the current one is visible, but the set is useful for reference when a question arises about the material previously covered or when individual sheets are not accessible in students' notebooks.

Models of Assigned Typing. Models of assigned typing that appear on the bulletin are not textbook pages or similar material designed for student copying. They are printed-material samples, the originals of which evidently had to be typed by some office employee before reaching the print shop. They include current bank statements, tax forms, and other statistical matter; double postal cards; and other specialized difficult typing needed for mastery of many governmental and private business-office jobs that involve typewriting and duplicating. Students copy these models or search for similar ones, after analysis of the mental

attack on such problems of content and placement.

Examples of Satisfactory Individual Accomplishment. Papers that are judged excellent are most useful as bulletin-board material if students understand exactly why these papers have been selected, so a word about each one makes its display serve as motivation for similar quality work, I have found.

Completed Project Work. Completed project work interests not only the group that saw the material grow but also students in the other sections. This year, one group is reporting as a group project a series of weekly talks being given at college assemblies by the college president on "American Neutrality"; and the other groups are greatly interested in reading the final drafts when posted, as all have heard the original speeches.

Section Notices. The last type of material in the "Section Work" half of the bulletin board is what I have called notices that are strictly concerned with curricular work. One example of this type is the cumulative set headed "Machine Assignments," a combination seating plan for the advanced group of students and notation of the make and kind of typewriter that each is to use for a period of three weeks while doing all assignments in the classroom. By this rotation, each student will have used, before the end of her course, standard, long carriage, and noiseless machines of five makes, old and new serial numbers, pica and elite types, and differing tabular mechanisms.

Thus, the "Section Work" half of the bulletin board serves teachers and students as a silent aid in the improvement of classroom work because it displays the aims, materials, types of accomplishments, and activities that are taking place.

Articles Chosen for the Bulletin Board

Bulletin-board material under the heading "Articles" may be posted by teachers or students to stimulate professional growth or broaden the vocational outlook of the majority of the students, rather than to appeal to one group only. Some of these articles

may appear under the titles "Notices" or "Club," as noted before, but they will be discussed here as belonging under the two general classifications.

Stimulating Professional Growth. Professional growth, for these students, has at least three aspects: it may be a deepening of understanding of the problems of the learning process, of the teaching process, or of the business-office situation. Articles that have been informational about the learning process, selected for this enumeration from the bulletin-board file, are sheets on "How to Study," classified indexes of articles in professional magazines, classified titles of theses written by former students in the graduate section, discussions of the learning process in typewriting and of faults, magazine pages concerning problems of minor units of filing and of related office machines, and articles on the nature of skill learning and on educational psychology.

Some articles concerning teaching that have been posted are "What I Wish I Had Known When I Began to Teach," professional magazine articles on the teaching of various phases of secretarial subjects in high schools, information about the Boston high schools issued in the form of handbooks that give specific views of teachers' duties, and textbook advertisements that are informational but have not been received in sufficient quantities to permit giving a copy to each student for her methods notebook.

Vicarious experience of the problems of the business office situation has been given through printed excerpts concerning office behavior, quantitative and qualitative standards enforced by certain office managers, and general articles of the "What I Expect of My Secretary" type. Letters that we treasure particularly for this section of the bulletin board contain descriptions written for us by students and graduates who have taken state and Federal civil service examinations, and who have analyzed the type of examination as well as pictured the examination room and details of administration.

Broadening Professional Outlook. These posted sheets contain information about the historical phases of subjects being studied in the room, about current research or use-

ful books, or about local businesses. One can easily picture these articles or notices about coming professional meetings or local exhibits, without detailed mention. But there are two ideas, easily traceable to modern elementary-school procedure, that we have taken over. We post the paper "book jackets" or other advertisements of books, and we call attention to lists of books contained in the college library and in our room library.

The latter is a four-shelf, double-doored cabinet set into the back wall, filled with professional books from the libraries of members of the department, publishers' samples sent for this methods library, year-books of two commercial teachers' associations, and several years' files of four commercial teachers' magazines. Its services partly overlap those of the college library, but differ in that students can type excerpts from books if the room is not being used for class purposes. They seem to enjoy this privilege, particularly when they are deep in research for theses.

Lastly, of course, there is always a little space for humor in the form of verse or cartoon that conveys a message more quickly than a greater amount of prose, and for the beautiful and seasonable picture, whether it be in artistic typewriting or conventional form.

Classroom Posters

Our classroom posters have connections with both the Commercial Club activity and the informational and inspirational functions of the bulletin board. In fact, they started as student contributions to the bulletin-board material, as a photograph of our first-year bulletin board shows; and they are extended each year by students who respond to an announcement at one of the first club meetings to the effect that certain sets of posters are to be completed.

When posters were first proposed as a means of getting clear messages of *ideals* to those who entered the classroom, and of *historical phases* of the three subjects most widely taught to high school pupils in the commercial curriculum, the idea was taken up voluntarily by a few students. Sometimes only one student a year carries through the

stages of crystallization of ideas, penciled sketches on newsheets of the size of the projected poster, discussion with an instructor and possible revision, and completion according to techniques learned in school art courses. But we have some worth-while posters made during six years of this type of work, all on red poster board with white printing or sketching, a few of which I shall try to describe.

One of the most satisfactory posters concerning teaching was made in 1935, entitled "The Good Teacher Balance Sheet." We liked it so much when it was hung that we sent a copy to the teachers' magazine, the *Boston Teachers News Letter*, and were pleased to see that the editor printed it. It is printed in white letters of graded size on two connected sheets of red poster board 21 inches wide and 27 inches long. The entire width of 42 inches stretches across part of the back wall of the classroom at a height slightly above that of the bulletin board on the side wall. The poster is rarely mentioned, but is undoubtedly seen and read by many during the year, and enjoyed for its "account" form as well as its message. (See accompanying illustration.)

A second poster, which reminds students of suitable office behavior, is an acrostic that hangs between windows. A sketch of a young woman stenographer standing beside her employer's desk awaiting his opinion of a typed paper occupies the upper third of the 27- by 21-inch poster surface; and the printing below is of such a size that it will bring out the message, "Dependable Work Wins!" The complete acrostic reads as follows:

Dependable
Earnest
Prompt
Energetic
Neat in work
Dutiful in task
Ambitious
Broad-minded
Loyal in spirit
Ever courteous

WORK WINS!

There are some faults in phrasing, perhaps, but they are not too obvious; and the simplicity of the poster gives it force.

Another poster, placed on the window wall, is entitled "Shorthand Alphabets." It is the result of much research and patient copying, and attempts to translate in terms of the English alphabet, which is printed in the left column, the characters of one ancient alphabet, six eighteenth- and nineteenth-century English shorthand systems, and three modern shorthand systems. It performs a service to all the students when they wish to study comparisons, changes, and improvements thus summarized and brought together.

Small posters of a size that will fit into a panel above the front blackboard and the side bulletin board have progressed as follows: Five of the set depicting the history of bookkeeping represent "A Babylonian Tablet c. 2400 B. C."; "Pythagoras"; "Counter Reckoning"; "Pacioli," when in 1494 he wrote the first treatise ever formulated about double-entry bookkeeping; and "Nicolaus Petri," who in 1588 explained the compound journal entry; and one pictures "The First Woman Typist" in 1873.

If students continue to show interest in extending this frieze of smaller posters, there are many historical phases of these subjects that lend themselves to simple pictures that are informational to other students.

Comment

Much of this bulletin-board material and poster activity is in classifications that are not adaptable to other classrooms, and some of it duplicates material that is in commercial form for classroom decoration; for example, the twelve pictures in the Gregg set of the history of shorthand. Then, too, our color scheme, available wall space, captions, and ways of getting student-created material may not suit other teachers and situations.

But we justify the bulletin board because, in after life, workers must read printed notices addressed to their group, and be judged by the degree of intelligence and co-operation of their response; and we know that volumes of reading would many times not give the specialized information and inspiration presented tersely by clippings and posters. Pupil-made work is not expected to be perfect; however, when it is executed

by those who voluntarily assume the task because they know they have some talent in that field, it is likely to be good. I think that students enjoy the distinctiveness of

such classroom decoration; and even the teachers like it, although they must spend time on its production, supervision, and revision.

THE GOOD TEACHER BALANCE SHEET

PERIOD ENDING ANY TIME

ASSETS (Qualities Owned)

Mastery

Subject matter to be taught
Educational psychology

Habits

Honesty in meeting duties
Sensible experimentation
Self-criticism of classroom work
Co-operation in community

Attitudes

Love for teaching children
Desirable avocational interests
Interest in social-civic problems

Power

Mental keenness
Inspirational leadership
Organization of teaching material

LIABILITIES (Tasks Owed)

Constant revision of planning
Classroom alertness
Aid to individual pupils
Provision for suitable group reaction
Testing of accomplishments

PRESENT WORTH

A successful teacher, investment
Health
Professional training
Cultural background

A successful teacher, net profit
Satisfaction in work
Esteem of pupils
Progressive scholarship

What's the Date?

AND here's another "classroom housekeeping" cartoon from G. L. Aplin, head of the commercial department, Lincoln High School, Manitowoc, Wisconsin. You will want to post it on your board. The comment is: "What's the Date?"

How many times have you been asked that question?

Calendars used to be collected for wall decorations. The fad is over now, and many classrooms, unfortunately, are without one.

The calendar should be so placed that it can be seen from any point in the room. Next time someone asks, "What's the date?" just point to the calendar.



The Value of Business Experience

A Symposium of Replies to the November, 1939, Editorial (Concluded)

MARIE CURTIS

[We quote at some length from the detailed letter received from Miss Marie Curtis, of San Jose State College, San Jose, California.]

The errors I made as a secretary, as well as those made by my co-workers, have been of the greatest aid to me in teaching.

In my advanced typing classes there are always many typists who would be rated excellent from a speed standpoint, but they have such an uneven touch that in most offices their work could not be used commercially. . . . The majority of students who come to me with a speed of 50 w.p.m. or better have never used, or have had very limited experience in using, carbon paper.

When I first started teaching, I gave letter examinations, stressing them as much as, if not more than, straight copy tests. The inexperienced typist is often proud of herself if she turns out three or four letters in an hour and is surprised to learn that that quantity of work would not be considered satisfactory in a business office. By putting forth more effort, she finds she is able to type ten or twelve such letters in an hour. By giving frequent letter tests and urging students to eliminate waste motion, it has been possible to speed up letter production.

Some teachers assign a dozen or so envelopes and feel that they have taught their students to type envelopes. Do they know that in order to compete in a position where this type of work is of prime importance, the typist must turn out a minimum of 1,600 three-line-address envelopes a day? We need to prepare our students for this kind of work by showing them how to remove the typed envelope and insert the new envelope at the same time, by judging the length of lines, speeding up their motions.

It is surprising the number of students in my advanced classes who have had no

training in reinserting paper in the typewriter, in spreading and crowding letters, and in erasing. . . . Proper syllabication is a problem that is being neglected by many teachers.

Those of us who have worked as secretaries, or have supervised secretaries, realize that proofreading is an important skill which must be taught along with the other secretarial subjects. Most students do not intentionally overlook errors. They must be taught to read carefully and for meaning.

Frequently I think of the young lady whom I met who asked me if I would read the letter of application she had just written. She stated in this application that she could take dictation at 125 w.p.m. and make only 18 out of the 25 errors allowed her. Can you imagine the reaction of her prospective employer?

DWIGHT DARBY

[Mr. Darby, of the Senior High School, Springfield, Missouri, believes that his varied business experience gave him a background for the teaching of business subjects that made him and his students aware of some of the problems businessmen are now facing.]

I have been teaching business subjects for five years. When I started, I called them commercial subjects and centered my aim on teaching students to type, take dictation, and keep books.

I am glad that in the last five years I have combined teaching and going to school with selling insurance, doing clerical work, working in a county office, selling advertising, clerking, auditing, and accounting, for it has given me a new conception of the responsibility that is mine as a business educator.

I have looked back and rejoiced many times over that I have that information to pass on to students who will some day need it, for it has increased their respect for me as their business teacher, and I feel

that somehow or other I have added to their knowledge of skill an appreciation and an understanding of some of the problems of business.

ESTELLA DYER

[Miss Dyer, of Arlington, Washington, states that office experience pays dividends. She found from personal experience that one of the many benefits derived was a widened mental horizon.]

Teachers as a group are often ridiculed for their lack of experience. More often than not they come from the better homes, spend many years in school, and finally go back to the classroom as a means of earning a living. In the classroom teachers are sheltered persons, living in a nice, warm, and fairly secure world, small in scope, and full of inferiors in educational background and experience.

To gain the respect of the community, teachers need to be well-rounded persons who have learned first-hand something about life outside of school experience. Such a wide background can be the basis for a wealth of human sympathy and understanding.

Does office experience pay dividends? It does.

HOWARD H. KANE

[Mr. Kane, of Paulding High School, Paulding, Ohio, sent us the following letter.]

When I entered the teaching profession after eight years of business experience, I was amazed and chagrined to learn that, academically speaking, my business experience wasn't worth a tinker's curse. I had to start at beginner's pay just as if I had just been graduated from normal school.

Perhaps you don't believe in business experience, but I do. I wouldn't exchange my eight years of business experience for eight years of teaching experience because my business experience has given me an insight into what I might term "business psychology." I have the "feel" of business. I know what business expects and demands of its workers and, what's more, I believe I can transmit that "feel" to my students.

In subject matter I cannot produce a

better stenographer, bookkeeper, or clerk than you who are without business experience. But in the realm of guidance, I believe I have more to contribute than you. By putting myself in the place of the employers, I believe I can size up a student's potentialities for the kind of work in which he is interested. I can encourage him to seek opportunities that I know exist for one of his qualifications, and I can caution him of pitfalls to avoid. Furthermore, I can prove my points by examples.

E. J. McLUCKIE

[A letter from Mr. McLuckie, of State Teachers College, Indiana, Pennsylvania, presents both sides of the picture.]

It is safe to say that business experience *per se* is no criterion that there will be better teaching. Good teaching depends primarily upon the individual teacher. Business experience is valuable only where it makes a direct contribution to the subject being taught.

Business experience can be detrimental by detracting from the immediate problem of developing children and substituting the self-glorification of the teacher.

However, anyone who wishes to get a distinct awareness of the meaningfulness of business experience can do so by first attending classes in a day school made up of a good but inexperienced teacher and a good but inexperienced student body, then following this by attending an evening school taught by a good teacher who is also a practical businessman in the daytime and whose students also work in the daytime. The difference in quality of discussion and level of treatment of subject matter is amazing!

GALEN STUTSMAN

[Miss Galen Stutsman, of East High School, Columbus, Ohio, is as cautious as Mr. McLuckie about making generalizations. She also stresses the need for better understanding between business teachers and businessmen.]

At the very outset may I say that I believe a commercial teacher can be a good teacher even though she may have had no business experience. The qualities which

would make for success in business would not necessarily make for equal success in teaching. My contention, however, is this

a good teacher plus business experience equals a superior teacher, the kind our boys and girls both need and deserve to have.

Consider finally the effect of business experience in the relation of the teacher and the businessman. Rightly or wrongly, the attitude of most businessmen towards teachers has been and still is none too healthy. "Impractical pedagogues" is one of the milder terms applied to us. . . . One reason for such an attitude is that they resent the half-training of employees by teachers who themselves have remained aloof from business and who have therefore very little conception of just what business actually demands of its servants.

DOROTHY E. WOLSTENHOLME

[We quote part of a letter from Miss Wolstenholme of Hampton Academy, Hampton, New Hampshire.]

I do not agree that one is a better teacher because of business experience, but I do maintain that the teacher with experience can give a great deal to her students. For example, anyone who has worked in an office knows the value of direct machine dictation and would stress it in her type-writing courses.

It is only within two or three years that the idea of allowing erasing has developed, and still we have been saying that we have been training office workers.

How can we truthfully say that and continue to teach proofreading, manipulation of paper to insert letters, and erasing as separate units? Why not integrate work as soon as possible and make the classroom as near like an office as possible? Grade on mailable letters and not on whether Johnny made two or three errors. If we are to develop habits at the very beginning, we must teach office standards, and to my mind the experienced teacher can do a great deal—perhaps the inexperienced can, too, but her office standards are from texts and not from the actual situation.

[Miss Wolstenholme concludes her letter by emphasizing the fact that business experience, like

teaching methods, can become out of date. Business teachers must return to offices from time to time throughout their teaching careers if they hope to keep up with modern practices.]

DR. J. O. ELLSWORTH

[Dr. Ellsworth, who is head of the department of economics and business administration, Texas Technological College, has proved for himself the value of business experience but would not consider making a permanent change from teaching to business.]

To teachers of business, to question the value of business experience is synonymous to asking "What is the value of an education?"

Experience is education. Every teacher teaches only from his experience. It may all be secondhand and taken from textbooks, or it may be more vitalized and personal by firsthand contacts.

If we should assume the subject to be controversial, the opinion of a person who has had no "business experience" would be as authentic as a description of the taste of ice cream given by a person who has never tasted the product. Surely every teacher is the product of all his past contacts and thoughts; and out of the abundance of the mind, the mouth speaks. Personal experience adds vigor, enthusiasm, authority to statements, and sympathy with misstatements of textbooks, because at best they are only opinions or interpretations of conditions as viewed by someone, probably no more skilled in the power of observation, analysis, and presentation than you are.

My twenty-five years of teaching have been interspersed as often as possible with practical experience, including salesmanship with actual solicitation of the prospect, and in the organization of a successful corporation and several other business firms. This practice has taught me much and gives me confidence in what I teach.

To me, prospective income from commercial positions is beside the point. The devoted teacher has cast his lot in the profession. Several times I have declined commercial positions, one at double the salary paid as a teacher. I am concerned with making men and women. The salary is not high, but the compensation is great.



Let the Principal Be Held Responsible¹

WILLIAM E. HAINES

Supervisor of Business Education, Wilmington, Delaware

MRS. Smith nervously adjusted her corsage as the last "All ashore that's going ashore" faded away before a crescendo of excited farewells, clanging bells, and shrill blasts from whistles of busy little tugs. Slowly the Italian liner Conte di Savoia, in all her regal majesty, slid from her moorings into midstream. Slowly she moved down the channel and out through the Narrows. Mr. Smith turned for a last look at that Manhattan skyline which never ceases to thrill Americans. Somehow, it symbolizes that for which America stands. There was time for only a fleeting glance at the Statue of Liberty before the huge liner was kicking up her heels in the mighty Atlantic.

Mr. and Mrs. Smith returned to their stateroom to find thoughtful expressions of bon voyage, again reminding them that their dream was about to come true. At long last—Venice, the Riviera, Egypt, Rome, Vienna, Switzerland!

Some years ago Mr. Smith started in the milk business. His single delivery wagon limited the number of customers he could personally serve. Yet he served them well. It was not long before his expanding business required two, three—a dozen wagons. Mr. Smith continued to make new friends, never failing to modernize his ever-growing business. And so it was from a modest beginning that a thriving enterprise was born. A fleet of trucks now covers the city. Unloaded at his dairy platform is raw milk from hundreds of farms. Dozens of workers prepare it for delivery, man the trucks, keep voluminous records, and advertise the product with clocklike efficiency every day in the year.

Mr. Smith had planned a Mediterranean holiday for years. Somehow the pressure of business always caused him to defer it.

Next year—for sure! Finally, Mrs. Smith prevailed. Itineraries were studied, reservations made. Close personal supervision had always been Mr. Smith's watchword—the very key to his business success. Could the management of a vast enterprise be delegated to employees during his two-months absence?

Here lies the crux of the American genius for organization. Not only could Mr. Smith place implicit faith in the judgment of his subordinates, but legally they might act for him as he would for himself. Not a few business organizations are conducted by absentee owners. The very size of American big business necessitates the relationship of principal and agent.

As Mr. Smith set about making plans for sailing he realized more than ever before the role being played by his employees, from the general manager down to the salesmen on the trucks. Every bottle of milk that found its way to the doorsteps of thousands of homes entailed a contractual relationship created by an agent.

As the Conte di Savoia stuck her nose in the warm waters of the Gulf Stream, Mr. Smith relaxed in the briny air of the sun deck. Quickly his thoughts flashed back to trucks . . . pay rolls . . . dairy farmers . . . collections . . . bills . . . advertising . . . adjustments. Yes, he had given the general manager broad powers during his absence. In the capacity of a general agent he was authorized to make important decisions, enter into costly agreements. Possible emergencies were to be referred to him.

Suppose a fire should sweep the plant. What if a labor difficulty should arise? Suppose a truck should be involved in a serious accident. So many things can

¹ *Respondeat superior.*

happen. A fellow shouldn't leave his business for so long. The general manager could nearly ruin years of effort by one bad error in judgment.

"Still," thought Mr. Smith, "he learned the business from the bottom, and he knows how I want things done. I'm glad I gave that power of attorney to my banker who can now act as special agent in financial matters. He can protect me against loss through a sudden shift in the market. My securities are safe in his care; in fact, I rarely act without his advice anyway . . . This sun is really grand. . . . Makes a fellow drowsy. . . ."

Thus Mr. Smith tossed aside the cares of business and drifted into the dream he had planned so long.

Every transaction engaged in by his agents entailed a legal responsibility that he could not evade. Still, we should not presume that Mr. Smith's business is conducted much differently during his cruise than when he is in town. In the ordinary course of affairs he reaches deep into the business community through others. Nearly gone is the day of the small proprietor who acts entirely for himself. Most persons work for others. And so long as our national economy continues to become more complex, there is little indication that the trend will change.

THE International Honor Society for Business Education, of which J. I. Kinman is grand president, has prepared a new scroll, which is to be distributed free to commercial departments having students who have won either the "60 Universal" or the "70 International" typing award of the organization. Any student, teacher, typist, or stenographer is eligible to try to win the pins.

For full information, address Ramona Foster, International Honor Society for Business Education, Grand Avenue at Tenth, Des Moines, Iowa.

THE public school system of Knoxville, Tennessee, not only does a good job of adult education in the evening schools, but also does a good job of telling the world about it.

This is unusual, because most night schools do not seem to find the time and opportunity to issue a regular printed school paper such as the *Adult Night School's Review*, which

has come to the B.E.W. with an account of the varied activities of the work done in Knoxville under the direction of Hugh J. Betts, supervisor of adult education.

In addition to the ordinary list of subjects, we notice such unusual responses to the public demand as Civic Opera Practice, Creative Writing, Nutrition, Party Planning, and Photography.

A brief quotation from a pamphlet outlining the offerings of the Knoxville night schools is worth reading twice:

The majority of people experience educational hunger. The sacrifices necessary for regular attendance indicate that people want to learn, that they are eager to be better prepared for their work.

One who reads this pamphlet cannot help feeling that he would be welcomed, as well as educated, in the Knoxville night schools.

T. B. CAIN, president of the West Virginia Business College, Clarksburg, is the new governor of the West Virginia Kiwanis district. His inauguration address was on "Citizenship Responsibility, the Price of Liberty."

Mr. Cain has been an active member of the National Association of Accredited Commercial Schools for many years and has served as chairman of the Private Schools Department of the National Commercial Teachers Federation.

MARK Keppel High School, Alhambra, California, held open house on January 27 and began its first semester on February 5, 1940. It is the largest four-year high school under one roof in California. Of Aztec design, spacious, quiet, and with excellent equipment, this school should make educational history.





M. E. CRAWFORD-WIEBEN
The business-education wing is equipped with the most modern machinery available for typewriting, banking,

secretarial training, and machine calculation. Mrs. Margaret E. Crawford-Wieben is head of the business-education department. Mrs. Wieben, a native daughter of California, taught for several years in the Alhambra City High School, was head of commercial training in Grossmont Union High School, San Diego, and principal of Willis-Woodbury Business College, Riverside.

The Lamp of Experience

HARRIET P. BANKER
EDITOR

I have but one lamp
by which my feet are
guided, and that is the
lamp of experience.
—Patrick Henry.

DURING the first six-weeks period of the fall term, I use a test in my Functional Method shorthand classes that involves a reading review. The test is easily administered and the results have been gratifying.

The test is made up of a series of questions about stories or sentences that have been read in previous assignments. The page in the text where the answer is to be found is indicated, and the students are expected to transcribe the complete sentence that answers the question. In wording the questions, I usually include two or three words that actually occur in the sentence that answers the question.

In order to answer the question satisfactorily, the student, as a rule, will find it necessary to read the entire page, thus receiving review reading practice other than that which was included in the assignment for the next day.

I use a test of this kind only occasionally during the first two weeks before writing practice begins. The questions must be worded carefully in order to avoid the possibility of multiple answers.

Typical questions are:

When the lad was hurrying to get to the tree at the lake, what happened to him? (page 15)

With the glass slipper as a basis, what did the prince do? (page 41)

How did the "little pin" get into the airplane? (page 53)

—Mae M. Hanlon, Manchester, Iowa.

The Scrapbook As a Classroom Aid

THE scrapbook is a valuable classroom aid both as a reference book and as a source book for material with which to relieve the monotony of routine dictation.

On looking through my scrapbook I find, for example, such clippings as a reference to the fact that Thomas à Beckett, Archbishop of Canterbury, murdered in 1170, was a writer of the shorthand system devised by John of Tilbury; that the oldest known shorthand inscription is on a stone from the Acropolis at least 2,400 years old; that in 1933, Russia made the Sokoloff system of shorthand obligatory in all schools of primary and secondary grade, so that it was thought that Russia would thereby become the first country in which the future stenographers would all write the same system.

There is also a clipping, dated 1929, outlining the requirements for the stenographic examination given by the League of Nations for those who aspired to join its corps of reporters; another, from an English newspaper, dated 1933, describing in detail the "Stenowriter," a machine then being made in France and widely used in Europe, which it was thought would very soon displace script shorthand; another, suggesting that stenographers adopt as their patron saint St. Genes d'Arles, martyred in 303, because, in his official capacity as notary and shorthand writer, he refused to transcribe condemnations pronounced against Christians.

Pictures in my scrapbook include one from an English paper of 1931 showing Eleanor Mitchell typing 120 words a minute from newspaper copy and conversing in a foreign language at the same time; a picture of the birthplace of Gregg Shorthand, 79 West Regent Street, Glasgow; a picture of Mrs. Charles L. Fortier, daughter of Christopher Latham Sholes, operating the first typewriter, in 1866. Among those clipped from the *Gregg Writer* is one of Marian Ho, of

Honolulu, and her "Gregg charm" bracelet, which never fails to interest students.

The position that students go to school to be amused may not be tenable, but I do find that a glance at such a book, particularly at some well-written shorthand letters, arouses interest and opens new angles. Furthermore, items such as those mentioned may be introduced informally so that the students feel they are not only getting something "different" but something fundamentally interesting—which, to them, ordinary dictation-book material will never be. Such excursions afford many opportunities for practice on proper names and unfamiliar words, the shorthand forms for which may be put on the blackboard, thus providing an exercise that is both stimulating and valuable.—James R. Power, Los Angeles, California.

Teaching Duplicating

MOST commercial teachers are familiar with the use of duplicating tests for other departments as one means of developing duplicating skill. A more diversified experience, however, will be welcome. In my classes I have used the program described in the following paragraphs with gratifying success.

The duties connected with duplicating are twofold—master copy or stencil preparation and machine operation. Much of the difficulty in obtaining good results in duplicating arises in the preparation of the master copy or stencil. Routine dulls enthusiasm, and lack of enthusiasm often results in poor workmanship.

The teacher must, therefore, "sell" commercial work to her pupils and must "sell" the commercial department to the rest of the school by utilizing the many opportunities present in the less formal activities of the school. If the school issues a daily bulletin, stenographic classes can easily have the information contained therein superimposed upon some pertinent duplicated picture previously prepared by a commercial pupil. The detailed description that follows will make the application of this idea specific.

Two days before each football game, the morning bulletin carries its information superimposed upon the picture of a football player, with some apt caption, such as "Defeat," "Beat," etc., followed by the name of the opponent for that week end.

A pupil with artistic ability draws an action picture showing a football player or several players. The pupil who makes this master copy receives recognition by labeling the copy with either his initials or his name in small letters. The master copy is then sent to the school secretary, who places it on the gelatin a few minutes before putting on the master copy containing the day's news items.

If the school office uses a liquid duplicator instead of a gelatin duplicator, the commercial pupil can complete his duplicating of the picture by using a gelatin duplicator, and then send the papers to the school office to have the informative items superimposed upon the duplicated picture.

After one pupil has completed several of these master-copy jobs, he is put in charge of the projects and made responsible for instructing and supervising other pupils in the class until each pupil has done at least two jobs for the morning bulletin. The same idea is carried out for other seasons and other holidays.

So popular has this method of teaching duplicating become that it is necessary to keep a calendar of important scheduled school events on which are listed the names of the pupils who have volunteered to do the duplicating for the bulletins that precede these events.

Copies of the daily bulletins, prepared by commercial departments *without the superimposed informative items*, are mounted in chronological order around the typing classroom. At the end of each school year, the copies are bound. The competitive motive enters here, for each class tries to surpass the efforts of the classes that preceded it.

The commercial yearbook is another project that I have used successfully in the teaching of Mimeograph duplicating. Each commercial pupil is assigned and made wholly responsible for at least one page

in the book. The use of the Mimeoscope is required.

If the Mimeograph is used for the school paper, sufficient experience might be gained from this activity, provided each pupil has an opportunity to do all the tasks connected with a duplicating job. Too much specialization in the various duties would defeat the purpose of developing duplicating technique.

Informal methods of developing skill in duplicating, such as those briefly described here, are automatically motivating and foster commendable pride in outstanding workmanship.—*William Landis, The Hershey Industrial High School, Hershey, Pennsylvania.*

Useful in an Emergency

IF the eraser has been used too vigorously, with the result that the paper appears to be transparent, try doing this: With a soft eraser, erase carefully on the back of the sheet, behind the words typed in the space in which the original erasure was made, and then apply a very thin coat of Chinese White (a water color used in art work) on the back of the sheet.

The thin coat of white, if applied directly behind the actual line of typing, will be barely discernible even when the paper is turned toward the reverse side. With the front of the sheet toward the reader, the paper will appear perfectly normal.—*Ernest Warnken, secretary to Harold H. Smith, New York, New York.*

OTIS L. TRENARY, founder and president of the Kenosha (Wisconsin) College of Commerce, died suddenly of a heart attack on March 14. He was stricken while attending a meeting.

Mr. Trenary was born in Wisconsin in 1865. He was graduated from normal school, studied at the Bryant and Stratton Business College in Chicago, and taught in Des Moines. In 1892, he married Louise A. Colvin, and in 1893, with her, he organized the College of Commerce in Kenosha. In 1901, he erected Wisconsin's first private business school building, in Kenosha, and in 1907, its second, in Racine, where he operated a school for sev-

eral years. For many years he was active in the National Commercial Teachers Federation.

Mr. Trenary gave liberally of his time and funds to promote operations and care for needy crippled children and was active in civic and fraternal affairs. He was honored as a leader, respected as an educator, and admired as a citizen.

Surviving are his wife, a son, a daughter, a brother, two sisters, and two grandchildren.

TEXAS education, with its "three R's" streamlined, went on the air on February 5 for 3,000 public schools of the state.

A vital new departure in education, whereby the state's leading collegiate educators step into public school classrooms via radio, was envisioned by University of Texas officials who will collaborate in the new program, "Texas School of the Air," with the North Texas State Teachers College and the Texas State College for Women under the auspices of the State Department of Education. Programs are under the direction of John W. Gunstream, deputy state superintendent of education.

Scheduled for sixteen weeks, the 15-minute programs will be broadcast at 1:15 p.m., four days a week.

Programs will cover social relations, natural sciences, music, and language arts and are aimed to supplement regular public school teaching, stimulate school interest, and supply timely information.

ORDERS FOR VOLUME 20 NOW BEING TAKEN

Bound copies of this year's *Business Education World*—Volume 20—will be supplied only to those who place their order before June 1.

The price is \$2.50 a volume, postpaid.
Reserve your volume now.

THE BUSINESS EDUCATION WORLD
270 Madison Avenue
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Name

Address

Motion Pictures

FOR BUSINESS EDUCATION

LAWRENCE
VAN HORN



UNDERWOOD ELLIOTT FISHER COMPANY, C. H. W. Ruprecht, Manager Publicity Division, One Park Avenue, New York, N. Y., and Underwood Elliott Fisher Limited, 135 Victoria Street, Toronto, Canada. If sufficient interest is shown, the following film print will be made available for schools, service clubs, and other groups throughout the country. Distribution will be through the branch offices of these concerns. Teachers desiring to use this film should write to either of the addresses above. This picture was photographed originally by Paramount News, Universal News Reel, and News of the Day.

The Typing Battle of the Century. 16mm. silent motion picture, 1 reel, about 15 minutes, free loan. This film, which is free from objectionable advertising, tells the entertaining and exciting story of the International Typewriting Marathon at the Canadian National Exhibition in Toronto, Canada. The distributors state:

"It foreshortens into 15 minutes of rapid-fire newsreel action all the speed, thrill, comedy, and drama of the unique event of the Exhibition, where 100,000 spectators saw twelve-man typing teams, representing Canada and the United States, each team racing one typewriter in a nonstop all-day-and-all-night relay, transcribe in two weeks 3,289,962 words of Shakespeare's plays, poems, and sonnets.

"It tells in swiftly moving sequences the whole story of the selection of the Marathoners, one each from twelve cities in either country; their organization into the Canadian and United States National Typing Teams; the preparation of 20,000 sheets of their copy paper; the six weeks' counting of the 945,843 words in Shakespeare's complete works; the unceasing day-and-night pounding of each typewriter during the Marathon by an end-

lessly changing relay of operators; the varying standings in the two-week race; the mounting wordage, as each team rewrote Shakespeare completely and started copying his works a second time; and the eventual triumph of the less accurate Americans by the slender margin of less than two words a minute."

Typewriting Taught with Slides

Typing teachers will no doubt be interested in an experiment that Spencer B. Ames, of the Alexander Hamilton Junior High School, Elizabeth, New Jersey, has been conducting in his typing classes for the past two years. He uses the last 20 minutes of a 50-minute period for teaching typing in the dark. He makes his own cards as they are needed and uses an opaque projector and a darkened room. As no screen is available, the slides are projected on the light wall above the blackboard.

Slides include review work and letters that are being presented for the first time. Students are required to type words, phrases, sentences, etc., as they are projected on the wall. When the typing period is over, the lights are turned on and the work is checked for accuracy. The projector was used during the study of the entire keyboard and at various times from then on. After various comparative tests were given, Mr. Ames felt that satisfactory improvement had been made by teaching typing through this visual method.

Teachers interested in knowing more about this visual method may write to Mr. Ames or may read his article in the February, 1940, issue of the *Business Education Observer*. Send 35 cents to A. Myrtle Hensor, High School, Princeton, New Jersey, for a copy.

A Handy List of Source Material

Bell & Howell Filmosound Library Catalog. 1940 Edition, Bell & Howell Company, 1801 Larchmont Avenue, Chicago. More than 3,800 reels of sound motion pictures for education and entertainment are included. Rental prices are given, and the audience-suitability of each picture is indicated. Many films listed have been evaluated by official teaching bodies, and in such cases their ratings are indicated. A copy will be sent without charge to all owners of 16mm. sound projectors, upon registration in the Bell & Howell files. For additional information, write the publishers.

Directory of Training Films, a 21-page mimeographed list of motion pictures and talking slide films, is published by the Personnel Group, Otho J. Hicks, manager, National Retail Dry Goods Association, 101 West 31st Street, New York. The directory is free to associate members and is sold for 50 cents to nonmembers. Order from Mr. Hicks.

Of the 62 films listed, 46 pertain to merchandise and 9 to salesmanship.

Our Experience With The National Clerical Ability Tests

GEORGE M. HITTLER

James Millikin University, Decatur, Illinois

SHOULD we be deprived of an opportunity to participate in the National Clerical Ability Tests in 1940, that focus for much of our effort throughout the year would be missed. There is no doubt that anticipation of this testing program and the possibility of earning a certificate have influenced students in their choice of subjects and in the effort they have devoted to mastering skills.

Furthermore, emphasis has been changed or modified in many teaching procedures. For example, a two-hour credit course in filing is now offered; timed typewriting tests have been reduced to five minutes in length; many business papers are handled with each assignment; letters dictated at random speeds and transcribed in mailable form are emphasized throughout the course; motion study has been introduced; and the time devoted to office-machine operation has been greatly increased—for individuals if not for entire classes.

On the other hand, some "old" procedures have been intensified and improved because of the contribution we believe they make toward accomplishment in production tests. Typing students are urged to attain greater speed, and at the same time an effort is made to develop dexterity in other machine operations.

Shorthand students are expected to attain higher speed certificates than formerly. More time and effort are given to the development of transcription speed.

Students are urged to enroll for background or general education courses.

Our secretarial-science classes are limited to twenty students each. During 1938, it was necessary to have a group of fifty candidates assembled in order to get permission to give the national clerical ability tests. To assemble so many superior students at

one time from our own institution would have been impossible. It was necessary, therefore, to obtain the co-operation of other institutions in Central Illinois in which business subjects were taught.

Teachers and students from public and parochial high schools, business schools, colleges, and normal schools were invited to a preliminary meeting, during which the tests were discussed. A week later, letters and entry blanks were mailed to the schools that had been represented at the meeting. Blanks were received from 120 candidates, varying in age from 16 to 65 years. Each paid his own fee of \$1.37.

Results of Tests

The results of the tests were gratifying. Enough students from each of the participating schools earned certificates to make the program worth while for all these institutions. Some candidates earned two or three certificates.

Of course, in line with the policy of the Joint Committee, no comparative standings were published. We refrained from publishing even the names of the winners, in an effort to avoid any suggestion that these tests are competitive, which they are not.

Some general observations may be made about individual examinees. To my knowledge, no Decatur person who earned a certificate and who wishes to work is at present unemployed, but it must be admitted that many of these persons were placed before the certificates were issued.

In at least one case, the certificate was the deciding factor in placing a high school graduate in a position formerly held by a college graduate—a position that the high school graduate is holding successfully and to the complete satisfaction of the employer.

A few of the successful candidates are

still attending Millikin University. At least one of the high school students who failed to earn a certificate is enrolled in University classes this year and intends to take the tests again. Some University students who earned one certificate last year are determined to earn another this year, and have arranged their programs in secretarial science with that purpose in view.

Observations from Experience

The tests will be administered at Millikin University again this year (1940), and several of the schools that participated last year will be represented again. With modification of our work and with increased effort devoted toward selecting students, we hope that the percentage of students earning a certificate will be larger this year. Although our percentage of successful students compared favorably with the national average, it is believed that students who have no chance of succeeding should not be encouraged to enroll. One should not assume, however, that any student should be excluded arbitrarily.

General intelligence is a factor in passing the test, but accuracy of work and manipulative skills are equally important. Emotional stability and good health are first essentials. In two cases, excellent students who lacked *only* these qualities failed.

Generally, students who have had only one year of high school shorthand will find it difficult to pass the shorthand test. I believe that such achievement would be impossible. To take dictation for 45 minutes and to transcribe mailable copies of ten or eleven articles in the short space of two hours requires skill that can be acquired only by superior students at the end of two or more years' training.

The dictator may dictate a portion of the material slowly, but he may spurt as high as 140 words a minute. Our students who passed the test were 100- and 120-words-a-minute writers who were working on their 140-words-a-minute speed (standard 5-minute dictation of 1.4 words). It is possible, however, that our dictator may have become "crowded" toward the end of the 45-minute period—a grave danger that must

be provided for through educating the dictator in advance and requiring that he go through the material before meeting the candidates.

The test in typewriting presented problems that students had not foreseen. One of the most difficult things to teach in the ordinary classroom is rapid and efficient manipulation of business papers. Many candidates in this test failed because they became "rattled" when confronted with that problem. One school whose candidates were very successful in the typewriting examination (almost all their nine entrants passed) devoted time to this problem, with gratifying results.

The filing test was attempted by three people—and none of them earned a certificate. One of them was a brilliant college senior with a "straight A" average and much actual experience in filing by approved procedures! As a result of our experience, Millikin University has removed filing from the office-practice course and now offers a two-hour credit course in filing alone.

Many students know accounting theory, but many "theorists" have difficulty in closing the ledger at a high rate of speed, as is required in the bookkeeping test. Such an observation has been made before, and the question of emphasis in our courses (i.e., bookkeeping art vs. accounting theory) has been discussed. But, to pass this test, important balance-sheet relationships must be recognized, errors must be found quickly and without emotional agitation, and the student must be able to compute totals and balances rapidly and accurately. This is the art of bookkeeping.

The bookkeeping test, for the past two years, has been a ledger-closing test, not a theory test, or a journalizing test. Probably, at some future date, greater emphasis will be given to journalizing transactions—as it should be.

The statement has been made that approximately 300 hours are required for the development of an employable operator of a key-driven calculating machine, and the results of our experience with this test indicate the truth of the contention. None of

the students (two schools were represented) who attempted this test earned a certificate; none of them had devoted more than fifty hours to practice. If nonvocational schools attempt this type of program, it will undoubtedly be necessary for their students to devote extra-class time to the mastery of such a skill.

This statement does not, however, counteract the advisability of assuming that a shorthand writer may encounter such a machine in the course of her duties and needs a working knowledge of the machine. In other words, the acquaintance-value work in calculating-machine operation for people who are developing skill in shorthand and typewriting is distinctly good.

But the most gratifying (or disillusioning!) experience the teacher can have is the comparison of scores made by his students with the national percentiles. In these so-common branches of our effort—shorthand, typewriting, machine calculation, filing, bookkeeping, and machine transcription—the teacher is provided with an unexcelled opportunity to compare the achievement of individual students with those from many other centers, and, by analysis, to determine whether his practices and teachings are obtaining results comparable to those achieved elsewhere. To the wide-awake teacher, this is a distinct challenge. If students do not compare favorably, why not? If they do—grand!

One high school administrator has expressed the wish that all his students in business subjects might be so tested, to determine the efficiency of his commercial department with over 700 students and 17 teachers—but that, of course, does not conform to the philosophy of the National Clerical Ability Tests. These are “selective” tests, designed to indicate superior employability.

W

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The B. E. W. Summer School Directory

Special courses in commercial teacher-training and content subjects will be offered this summer at the following schools, according to announcements sent us recently.

ALABAMA

ALABAMA COLLEGE, Montevallo. Two terms: June 10 to July 17; July 18 to August 21. M. L. Orr, Director; Minnie B. Tracey, Department Head.

ALABAMA POLYTECHNIC INSTITUTE, Auburn. Two terms: June 3 to July 12; July 15 to August 17. Zebulon Judd, Dean, School of Education, and Department Head.

UNIVERSITY OF ALABAMA, University (Tuscaloosa). Two terms: June 5 to July 13; July 15 to August 17. John R. McLure, Director; Hermine Heye, Department Head.

ARIZONA

ARIZONA STATE TEACHERS COLLEGE, Flagstaff. June 10 to August 16. President T. J. Tormey, Director; Dr. Arden B. Olsen, Department Head.

ARIZONA STATE TEACHERS COLLEGE, Tempe. June 3 to August 10. Dean J. O. Grimes, Director; Edward A. Swanson, Department Head.

ARKANSAS

ARKANSAS STATE COLLEGE, Jonesboro. Two terms: May 27 to July 1; June 29 to August 3. Dr. D. F. Showalter, Director; Mrs. Gloria Hollard, Department Head.

HENDERSON STATE TEACHERS COLLEGE, Arkadelphia. Two terms: May 30 to July 3; July 5 to August 8. President J. A. Day, Director.

STATE A. AND M. COLLEGE, Magnolia. May 27 to June 29. E. E. Graham, Director; O. L. Wilkins, Department Head.

CALIFORNIA

ARMSTRONG COLLEGE, Berkeley. July 1 to August 9. President J. Evan Armstrong, Director; Dr. Asael B. Murphy, Dean of the Faculty.

UNIVERSITY OF CALIFORNIA, Berkeley. July 1 to August 9. Professor Raymond G. Gettell, Director; Robert D. Calkins, Dean of the College of Commerce.

UNIVERSITY OF CALIFORNIA, Los Angeles. July 1 to August 9. J. Harold Williams, Dean of Summer Session; Howard S. Noble, Dean of the College of Business Administration.

UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles. Three terms: June 17 to July 1; June 17 to August 8; August 8 to August 31. Dr. Lester B. Rogers, Director; Dr. Reid L. McClung, Department Head.

WOODBURY COLLEGE, Los Angeles. July 1 to August 9. Dr. R. H. Whitten, Director; T. E. Nichols, Department Head.

COLORADO

ADAMS STATE TEACHERS COLLEGE, Alamosa. June 17 to August 21. L. E. Bean, Director; James R. Groves, Department Head.

COLORADO STATE COLLEGE OF EDUCATION, Greeley. June 17 to August 17. Dr. George W. Frasier, President and Director; Dr. A. O. Colvin, Department Head.

UNIVERSITY OF COLORADO, Boulder. Two terms: June 17 to July 19; July 22 to August 23. Clifford G. Houston, Director; Dr. Elmore Petersen, Dean of Business School.

UNIVERSITY OF DENVER, Denver. Two terms: June 17 to July 19; July 22 to August 23. Cecil Puckett, Director and Department Head.

WESTERN STATE COLLEGE OF COLORADO, Gunnison. Three terms: June 3 to June 21; June 24 to July 26; July 29 to August 16. T. K. Wilson, Department Head.

CONNECTICUT

LARSON JUNIOR COLLEGE, New Haven. July 1 to August 10. President George V. Larson, Director; Claire Hosley, Department Head.

MORSE COLLEGE, Hartford. July 8 to August 16. Wesley E. Morse, Director; Orton E. Beach, Department Head.

STATE TEACHERS COLLEGE OF CONNECTICUT, New Britain. Summer Session at Yale University, New Haven. July 1 to August 9. Dr. F. E. Engleman, Director; Frank H. Ash, Department Head.

DISTRICT OF COLUMBIA

THE CATHOLIC UNIVERSITY OF AMERICA. June 28 to August 10. Dr. Roy J. Deferrari, Director; Joseph L. Kochka, Department Head.

FLORIDA

FLORIDA SOUTHERN COLLEGE, Lakeland. June 8 to August 16. J. C. Peel, Director; W. O. Ropp, Department Head.

JOHN B. STETSON UNIVERSITY, Deland. June 10 to August 7. Dean Charles G. Smith, Director; Dr. Russell C. Larcom, Department Head.

UNIVERSITY OF FLORIDA, Gainesville. Two terms: June 10 to July 19; July 22 to August 23. Dr. J. W. Norman, Director.

GEORGIA

GEORGIA STATE COLLEGE FOR WOMEN, Milledgeville. Two terms: June 12 to July 19; July 20 to August 23. Dr. E. W. Scott, Director; Professor Charles T. Taylor, Department Head.

UNIVERSITY OF GEORGIA, Athens. Two terms: June 12 to July 19; July 20 to August 23. Dr. Edwin Davis Pusey, Director; Herman A. Ellis, Department Head.

IDAHO

UNIVERSITY OF IDAHO, Moscow. June 18 to July 26. Dean J. F. Messenger, Director; Ellen Reiersen, Department Head.

ILLINOIS

EASTERN ILLINOIS STATE TEACHERS COLLEGE, Charleston. June 10 to August 2. Dr. Robert G. Buzzard, President and Director; Dr. James M. Thompson, Department Head.

GREGG COLLEGE, Chicago. July 8 to August 16. Henry J. Holm, Principal and Director; W. W. Lewis, Department Head.

ILLINOIS STATE NORMAL UNIVERSITY, Normal. June 11 to August 7. Dr. R. W. Fairchild, President and Director; Arthur Williams, Department Head.

NORTHWESTERN UNIVERSITY, Evanston. July 17 to August 9. Dr. S. A. Hamrin, Director.

SOUTHERN ILLINOIS STATE NORMAL UNIVERSITY, Carbondale. June 10 to July 31. President Roscoe Pulliam, Director; T. L. Bryant, Department Head.

UNIVERSITY OF CHICAGO, Chicago. Two terms: June 19 to July 22; July 19 to August 23. Dean C. F. Huth, Director; Dr. H. G. Shields, Associate Professor, Department of Business.

WESTERN ILLINOIS STATE TEACHERS COLLEGE, Macomb. Two terms: June 10 to July 19; July 19 to August 23. Dr. Walter P. Morgan, President and Director; Dr. Clyde Beighey, Department Head.

INDIANA

BALL STATE TEACHERS COLLEGE, Muncie. Two terms: June 10 to July 12; July 15 to August 16. Dr. L. A. Pittenger, President and Director; Dr. M. E. Studebaker, Department Head.

BUTLER UNIVERSITY, INDIANAPOLIS. June 11 to August 3. George F. Leonard, Director; Howard Z. Stewart, Department Head.

CENTRAL NORMAL COLLEGE, Danville. Two terms: June 10 to July 12; July 15 to August 16. Virgil Hunt, Director; Mrs. Blanche M. Wean, Department Head.

INDIANA STATE TEACHERS COLLEGE, Terre Haute. Two terms: June 10 to July 12; July 15 to August 16. Shepherd Young, Director and Department Head.

INDIANA UNIVERSITY, Bloomington. Two terms: June 11 to August 7; August 7 to August 24. Dr. H. L. Smith, Director.

MANCHESTER COLLEGE, North Manchester. Two terms: June 10 to July 12; July 15 to August 16. Carl W. Holl, Director.

IOWA

DRAKE UNIVERSITY, Des Moines. June 10 to August 9. Dean L. E. Hoffman, Director; A. R. Burton, Department Head.

IOWA STATE TEACHERS COLLEGE, Cedar Falls. June 5 to August 23. Dr. M. J. Nelson, Director; Dr. Lloyd V. Douglas, Department Head.

MORNINGSIDE COLLEGE, Sioux City. Two terms: June 6 to July 11; July 12 to August 14. Dean Myron E. Craber, Director; Mendel B. Miller, Department Head.

STATE UNIVERSITY OF IOWA, Iowa City. Two terms: June 8 to August 2; August 5 to August 23. Dean Paul C. Packer, Director; Earl Strong, Department Head.

KANSAS

FORT HAYS KANSAS STATE COLLEGE, Hays. June 4 to August 2. Dr. L. D. Wooster, Director; Dr. E. R. McCartney, Department Head.

KANSAS STATE TEACHERS COLLEGE, Emporia. June 3 to July 31. Dr. Thomas W. Butcher, President and Director; Dr. R. R. Pickett, Department Head.

KANSAS STATE TEACHERS COLLEGE, Pittsburg. June 3 to August 2. President W. A. Brandenburg, Director; Dr. W. S. Lyerla, Department Head.

KENTUCKY

BOWLING GREEN COLLEGE OF COMMERCE, Bowling Green. Two terms: June 10 to July 13; July 15 to August 17. President J. L. Harman, Director.

EASTERN KENTUCKY STATE TEACHERS COLLEGE, Richmond. June 10 to August 3. Dr. H. L. Donovan, President; Dr. W. J. Moore, Department Head.

MOREHEAD STATE TEACHERS COLLEGE, Morehead. June 10 to August 2. President H. A. Babb, Director; R. W. Jennings, Department Head.

MURRAY STATE TEACHERS COLLEGE, Murray. June 10 to August 2. Dr. John W. Carr, Director; Fred M. Gingles, Department Head.

UNIVERSITY OF KENTUCKY, Lexington. Two terms: June 17 to July 20; July 22 to August 24. Dr. Jesse E. Adams, Director; A. J. Lawrence, Department Head.

LOUISIANA

LOUISIANA STATE NORMAL SCHOOL, Natchitoches. June 3 to July 31. A. A. Fredericks, President; N. B. Morrison, Department Head.

LOUISIANA STATE UNIVERSITY, University (Baton Rouge). June 8 to August 8. C. A. Ives, Director; Howard M. Norton, Department Head.

SOUTHEASTERN LOUISIANA COLLEGE, Hammond. May 29 to July 27. G. W. Bond, Dean and Director of Summer Session; R. Norval Garrett, Department Head.

MAINE

AUBURN MAINE SCHOOL OF COMMERCE, Auburn. July 1 to August 9. Mrs. Agnes C. Seavey, Director.

BANGOR MAINE SCHOOL OF COMMERCE, Bangor. July 8 to August 16. Chesley H. Huson, Director.

UNIVERSITY OF MAINE, Orono. July 1 to August 9. Dr. Roy M. Peterson, Director.

MARYLAND

UNIVERSITY OF MARYLAND, College Park. June 24 to August 2. Dr. Harold Benjamin, Director; Clyde B. Edgeworth, Department Head.

MASSACHUSETTS

BOSTON UNIVERSITY, Boston. July 1 to August 10. Professor Atlee L. Percy, Director.

HARVARD UNIVERSITY, Cambridge. July 1 to August 10. Dr. Kirtley S. Mather, Director; Professor Frederick G. Nichols, Department Head.

MICHIGAN

CENTRAL STATE TEACHERS COLLEGE, Mount Pleasant. June 24 to August 2. Dr. Chas. L. Anspach, Director.

FERRIS INSTITUTE, Big Rapids. Two terms: May 20 to June 28; July 1 to August 9. Dr. Merle S. Ward, President and Director; Odell Lamb, Department Head.

UNIVERSITY OF MICHIGAN, Ann Arbor. June 24 to August 16. Dean Louis A. Hopkins, Director; J. M. Trytten, Department Head.

WAYNE UNIVERSITY, Detroit. June 24 to August 3. Dr. W. E. Lessenger, Director; J. L. Holtsclaw, Department Head.

WESTERN STATE TEACHERS COLLEGE, Kalamazoo. June 24 to August 2. Dr. P. V. Sangren, President and Director; E. D. Pennell, Department Head.

MINNESOTA

STATE TEACHERS COLLEGE, St. Cloud. Two terms: June 10 to July 26; July 27 to August 24. President, Geo. A. Selke, Director; A. E. Schneider, Department Head.

UNIVERSITY OF MINNESOTA, Minneapolis. Two terms: June 17 to July 26; July 29 to August 30. T. A. H. Teeter, Director; Dean W. E. Peik, Department Head.

MISSISSIPPI

DELTA STATE TEACHERS COLLEGE, Cleveland. Two terms: June 4 to July 10; July 10 to August 15. Dr. William Zeigel, Director; C. V. Casady, Department Head.

MISSISSIPPI STATE COLLEGE, State College. Two terms: June 6 to July 11; July 12 to August 16. S. B. Hathorn, Director; George E. Wallace, Department Head.

STATE TEACHERS COLLEGE, Hattiesburg. Two terms: June 6 to July 15; July 16 to August 21. Cecil A. Rogers, Director and Department Head.

UNIVERSITY OF MISSISSIPPI, University (Oxford). June 5 to August 3. Dr. F. E. Farquear, Director.

MISSOURI

CENTRAL MISSOURI STATE TEACHERS COLLEGE, Warrensburg. May 27 to August 1. President George W. Diemer, Director; Clay J. Anderson, Department Head.

NORTHEAST MISSOURI STATE TEACHERS COLLEGE, Kirksville. June 3 to August 9. Dr. Walter H. Ryle, President and Director; Dr. P. O. Selby, Department Head.

NORTHWEST MISSOURI STATE TEACHERS COLLEGE, Maryville. Two terms: June 4 to July 3; July 8 to August 8. Dean J. W. Jones, Director.

SOUTHWEST MISSOURI STATE TEACHERS COLLEGE, Springfield. June 3 to August 3. President Roy Ellis, Director; Dr. W. V. Cheek, Department Head.

UNIVERSITY OF MISSOURI, Columbia. June 10 to August 2. Theo. W. H. Irian, Director; Merea Williams, Department Head.

WASHINGTON UNIVERSITY, St. Louis. June 17 to July 26. Isidor Loeb, Director.

MONTANA

NORTHERN MONTANA COLLEGE, Havre. June 10 to August 9. President G. H. Vande Bogart, Director.

UNIVERSITY OF MONTANA, Missoula. Two terms: June 10 to August 9; July 1 to August 9. Dr. G. D. Schallenger, Director; Mrs. Brenda F. Wilson, Department Head.

NEBRASKA

NEBRASKA STATE TEACHERS COLLEGE, Chadron. June 10 to August 9. Dr. Robert I. Elliott, President and Director; Maude Ummel, Department Head.

STATE TEACHERS COLLEGE, Kearney. June 3 to August 2. President Herbert L. Cushing, Director.

STATE TEACHERS COLLEGE, Peru. President W. R. Pate, Director; Nona Palmer, Department Head.

STATE TEACHERS COLLEGE, Wayne. June 3 to August 2. Dr. J. T. Anderson, President and Director; Arlie Sutherland, Department Head.

UNIVERSITY OF NEBRASKA, Lincoln. Two terms: June 11 to July 19; June 11 to August 9. R. D. Moritz, Director; Luvicy M. Hill, Department Head.

NEW JERSEY

MONTCLAIR STATE TEACHERS COLLEGE, Montclair. July 3 to August 9. Elizabeth S. Favor, Director; Francis R. Geigle, Department Head.

RIDER COLLEGE, Trenton. June 18 to August 16. Dr. Joseph W. Seay, Director; Dr. W. J. Grinstead, Department Head.

RUTGERS UNIVERSITY, New Brunswick. July 1 to August 9. Dr. C. E. Partch, Director; William H. Wythes, Department Head.

SETON HALL COLLEGE, South Orange. July 1 to August 9. Rev. Dr. P. Francis Guterl, Director; Dr. John Lackas, Department Head.

NEW MEXICO

NEW MEXICO NORMAL UNIVERSITY, Las Vegas. Two terms: June 10 to July 19; July 20 to August 23. Dr. H. W. Marshall, Director; E. Dana Gibson, Department Head.

NEW MEXICO STATE TEACHERS COLLEGE, Silver City. June 3 to July 26. Leon M. Bower, Director; Elmer C. Humphrey, Department Head.

NEW YORK

ADELPHI COLLEGE, Garden City, L. I. July 8 to August 16. Chester L. Barrows, Director; Neva H. Radell, Department Head.

CHAUTAUQUA. New York University Credit Course Department. July 8 to August 16. Arthur D. Whitman, Director; Alfred H. Quinette, Department Head.

COLLEGE OF THE CITY OF NEW YORK, New York. July 1 to August 23. Dr. Harry N. Wright, Director.

COLUMBIA UNIVERSITY, New York. July 8 to August 16. Harry Morgan Ayres, Director; William E. Harned, Department Head.

COLUMBIA UNIVERSITY, TEACHERS COLLEGE, New York. July 8 to August 16. Harry Morgan Ayres, Director; Dr. Hamden Forkner, Department Head.

LONG ISLAND UNIVERSITY, New York. June 10 to August 30. Dr. Hugo C. M. Wendel, Director; Dr. R. E. Lovett, Department Head.

MANHATTAN COLLEGE, New York. June 25 to August 10. James L. Fitzgerald, Director.

NEW YORK STATE COLLEGE FOR TEACHERS, Albany. July 1 to August 9. Dr. Milton G. Nelson, Dean and Director; G. M. York, Department Head.

NEW YORK UNIVERSITY, SCHOOL OF COMMERCE, New York. Two terms: June 10 to August 29; July 1 to August 9. Dean John T. Madden, Director and Department Head.

NEW YORK UNIVERSITY, SCHOOL OF EDUCATION, New York. Two terms: June 2 to June 28; July 2 to August 9. Dr. Paul S. Lomax, Department Head.

SYRACUSE UNIVERSITY, Syracuse. July 1 to August 9. Dr. Ernest Reed, Director; G. R. Tilford, Department Head.

UNIVERSITY OF BUFFALO, Buffalo. July 1 to August 10. L. O. Cummings, Director.

UNIVERSITY OF ROCHESTER, Rochester. June 26 to August 2. Earl B. Taylor, Director.

NORTH CAROLINA

AGRICULTURAL AND TECHNICAL COLLEGE, Greensboro. June 6 to August 23. Dean War-moth T. Gibbs, Director. Dean J. M. Martena, Department Head.

ASHEVILLE NORMAL AND TEACHERS COLLEGE, Asheville. June 11 to July 20. John Miller, Director.

DUKE UNIVERSITY, Durham. Two terms: June 12 to July 23; July 25 to September 3. Hol-land Holton, Director.

EAST CAROLINA TEACHERS COLLEGE, Greenville. June 6 to August 24. President Leon R. Meadows, Director; E. R. Browning, Department Head.

WESTERN CAROLINA TEACHERS COLLEGE, Cul-lowhee. June 8 to July 18. W. E. Bird, Di-rector; Dr. W. A. Ashbrook, Department Head.

WOMAN'S COLLEGE, UNIVERSITY OF NORTH CAROLINA, Greensboro. Two terms: June 12 to August 9; June 12 to July 20. Dr. W. C. Jackson, Director; Professor G. H. Parker, De-partment Head.

NORTH DAKOTA

STATE TEACHERS COLLEGE, Minot. June 10 to August 2. C. C. Swain, Director; Paul Sea-man, Department Head.

OHIO

BALDWIN WALLACE COLLEGE, Berea. June 17 to July 26. Dean Frederick Roehm, Director; E. B. Cochran, Department Head.

BOWLING GREEN STATE UNIVERSITY, Bowling Green. Two terms: June 17 to August 9; Au-gust 12 to August 30. Dean Clyde Hissong, Director; Dr. E. G. Knepper, Department Head.

CAPITAL UNIVERSITY, Columbus. June 17 to July 27. Dr. William Young, Director; Harm Harms, Department Head.

KENT STATE UNIVERSITY, Kent. Two terms: June 17 to July 26; July 29 to August 30. Dean Fred Musselman, Director; Arden L. Al-lyn, Department Head.

MIAMI UNIVERSITY, Oxford. Two terms: June 17 to July 19; July 22 to August 23. Dr. E. J. Ashbaugh, Director; Mary Winston Jones, Department Head.

MUSKINGUM COLLEGE, New Concord. Two terms: June 17 to July 24; July 25 to August 30. J. G. Lowery, Director; Vera Amerson, Depart-ment Head.

OHIO NORTHERN UNIVERSITY, Ada. Two terms: June 10 to July 13; July 16 to August 17. Frank L. Loy, Director; Elizabeth May Lewis, Department Head.

OHIO STATE UNIVERSITY, Columbus. Two terms: June 17 to July 23; July 24 to August 30. George W. Eckelberry, Director; H. H. Davis, Department Head.

OHIO UNIVERSITY, Athens. June 17 to August 9. Dr. E. A. Hansen, Director; Doris Sponseller, Department Head.

TOLEDO UNIVERSITY, Toledo. June 17 to July 22. Dr. Harrison Oreans, Director; Irene Glaz-ik, Department Head.

UNIVERSITY OF AKRON, Akron. June 17 to July 26. Leslie Hardy, Director; Eldora Flint, De-partment Head.

UNIVERSITY OF CINCINNATI, Cincinnati. Two terms: June 17 to July 23; July 23 to August 24. Ray G. Price, Department Head.

WILMINGTON COLLEGE, Wilmington. Two terms: June 10 to July 19; July 22 to August 23. Dr. H. H. Vannorsdall, Director; Evalyn Hibner, Department Head.

WITTENBERG COLLEGE, Springfield. Two terms: June 10 to July 13; July 15 to August 16. Dr. W. C. Nystrom, Director; Dr. D. T. Krauss, Department Head.

(To be continued)



TO THE EDITOR:

I enjoyed Mrs. Celia Priestley's "So I Speak with Authority"¹ very much. I agree with her that you command more respect from a class when you can say you did things this way or that way in an office.

I have been teaching shorthand for the past ten years, and prior to teaching I was a society reporter on a local paper. For the first two summers after I began to teach, I substituted in offices of law, insurance, retail and wholesale businesses, insurance, Chamber of Commerce, etc. In some of these offices I received more valuable information than in others.

But since those first two summers I have tried and tried to get into an office for the summer and it has been impossible. I have written hundreds and hundreds of letters, and about 85 per cent of the replies are to this effect: "Due to economic conditions over which we have no control, we do not increase our office force in the summer," or "Doesn't it seem unfair that a teacher with a large salary is asking for more money? Why be greedy?"

Businessmen do not seem to realize, and apparently I have not made them realize in my letters, that if I have more practical experience they in turn will get better stenographers.

How does Mrs. Priestley get these positions? Even in the large department stores it is impossible to get in. Perhaps I haven't Mr. Edlund's skill in job-getting, but I can say that I have tried to make the employers see my point.

Our students would be better prepared to "pick their job and land it" if business would pick the teachers for the summers.

Many thanks to Mrs. Priestley, again, for her excellent article.—*Mary A. Kelly, Senior High School, Pawtucket, Rhode Island.*

¹The Business Education World, January, 1940, page 489.

DEAR DOCTOR ROSENBERG:

In "The Law We Live With," in the BUSINESS EDUCATION WORLD for December, 1939, you state that a creditor cannot reject an offer of \$100 in quarters in payment of a \$100 debt.

I have recently had a business law class investigating the question of minor coins as legal tender. There is a divided opinion in recent writings. Do you know of an authoritative opinion?

—*P. O. Selby, Northeast Missouri State Teachers College, Kirksville, Missouri.*

DEAR MR. SELBY:

This decision is based on a section of the Agricultural Adjustment Act of 1933, which provides that "all coins and currencies of the United States heretofore or hereafter coined or issued shall be legal tender for all debts, public and private."

Although sections of the A.A.A. were repealed, the clause providing that "all coins and currencies of the United States . . . shall be legal tender for all debts . . ." is still the law. Reference: 48 U. S. Statutes 113, U. S. Code annotated Section 462, 28 Federal Supplement 504.—*R. Robert Rosenberg.*

DEAR DOCTOR ROSENBERG:

The law questions in your series, "What Do You Know About Business Law?" are very interesting and well selected and should be brought to the attention of all students.

Dr. Rutledge, principal of the Merritt Business School, and I have discussed this matter and wish to duplicate these questions to be used in a test for the entire student body. May we have your permission to use them?—*Fremond Frembling, Merritt Business School, Oakland, California.*

DEAR MR. FREMBLING:

We always grant permission for the duplication of B.E.W. articles, provided the author approves, to any teacher who wishes to distribute them without charge to his own classes.

You have the full permission of the BUSINESS EDUCATION WORLD and of Dr. Rosenberg to duplicate the law questions for use in this way. Of course you will carry the customary credit line, mentioning the author as well as the magazine, on all material duplicated.—*The Editor.*

TO THE EDITOR:

I am enclosing a money order for \$26 for twenty-six subscriptions to your magazine, starting with the September issue. I think it is a fine idea that my practice teachers have the installments of all the series of articles for this year. I do not have the individual names and addresses, so if these are all sent to me in bulk form I will see that they are properly distributed.

I am happy for the opportunity to give my teachers the advantages of this special rate, and they all enthused over the letter I read to them

in class, announcing this advantage.—*Emma Watson, Western State Teachers College, Kalamazoo, Michigan.*

[EDITOR'S NOTE—The BUSINESS EDUCATION WORLD provides a special subscription rate of \$1 a year for bona fide teachers in training. Orders must bear the signature of the students' methods instructor. Methods teachers please write for the special subscription blank required.]

DEAR MISS JOHNSON:

I was very much interested in your recent article entitled "Commercial Education on the Air." As we have been asked here at Mary Washington College to prepare a series of radio programs dealing with business education in college, I appreciated the suggestions which you made in the article.

You mentioned that several scripts of different programs have been submitted to you, some of which will be published in the future issues of the BUSINESS EDUCATION WORLD. I am writing to you to find out if it will be possible for you to tell us to whom we might write in order to get copies of some of these scripts for consideration for use in the very near future.—*J. M. Hanna, Mary Washington College, Fredericksburg, Va.*

[In this issue of the B.E.W.—April, 1940—we present a script to which we referred Dr. Hanna. Used as a pattern, it can be adapted for use in other schools.—*D.M.J.*]

TO THE EDITOR:

I have just finished reading the article in the January, 1940, issue of the BUSINESS EDUCATION WORLD, by Dorothy M. Johnson—"Why Don't We Use Radio?" Since radio is the thing in our times, why don't we use it for business education?

I wonder if a service couldn't be given to tell commercial teachers by postal card when a program is scheduled.

[This suggestion has prompted us to inquire what bulletins the major broadcasting chains can supply for teachers. An announcement will be made later.—*D.M.J.*]

I believe any and all the subjects listed in the questionnaire (shorthand, typewriting, bookkeeping, business law, salesmanship, business letter writing, economic geography, consumer education, personality development, placement) could be incorporated in local and national broadcasts. What is important nationally is certainly important locally; business is business whether on a large or a small scale.

Most emphatically I answer "Yes" to the question, "Do you think that commercial-education programs for adults, stressing personal-use values of the subjects treated, would be popular?" Look at the adults who are attending schools here and there to learn shorthand and typewriting.

I am interested in helping to bring radio into commercial education and am very glad to know that steps are being taken toward that end. Other

departments give radio programs—why can't we?—*Catherine M. Wiswell, Community High School, Lincoln, Illinois.*

TO THE EDITOR:

Miss Johnson's article, "Why Don't We Use Radio?" gave me the inspiration for a series of broadcasts of consumer information. I have planned this series of twelve broadcasts under the sponsorship of the commercial and home economics departments.

These programs will be given every Friday afternoon from 5:30 to 5:45 over our local station, WBIG, beginning March 1.

I am very much interested in radio and would like extremely well to see the commercial department do something with it. At present, I am chairman of radio for the Senior High School, Greensboro, North Carolina. I attended a two-week seminar, under the direction of Dr. Dunham, at Columbia University last summer. During the past six years, I have written and produced occasional radio broadcasts as a part of our regular weekly series of school broadcasts.

I propose to build my present series of broadcasts on the following topics: Bank Checks; Life Insurance; Let's Go Shopping; Investments; Credit and Credit Associations; Personal Records and Budgeting; Installments; Everyday Law; Communications; Personality and Success; Letter Writing; Job Finding.—*Virginia Coboan, Greensboro (North Carolina) Public Schools.*

TO THE EDITOR:

Perhaps you will be interested in hearing what one of my last year's students said to me at Christmas time:

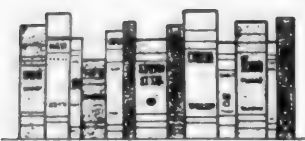
"You know, Mrs. Brown, those Personality Projects we took last year helped me a lot. I have come in contact with so many things we discussed and had to submit for certification. I didn't feel as if I had to 'hem and haw' a bit as I had expected to.

"Especially did it help me when I applied for a position during the Christmas holidays. I had a chance to work in two different places where I had applied for work."

These are the things we like to hear. We don't feel as if it were all in vain. I certainly enjoy teaching these projects. We devote one day to discussing them and then the students prepare them in the next day or so.—*Margie M. Brown, Madison (Maine) High School.*

TO THE EDITOR:

The students have certainly enjoyed working these projects. I had them worked in their spare time for no class grade, but I am having all my students enter the Annual B.E.W. Project Contest, and they will receive class grades for their work. The project is very practical and it adds interest to my class.—*Ruben J. Dumler, Hoisington (Kansas) High School.*



Your Professional Reading

MARION M. LAMB

Let this department guide your professional reading. The B.E.W. is constantly on the lookout for new books and magazine articles of interest to business educators.



YOU undoubtedly know that this year marks the five hundredth anniversary of printing. Further, just four hundred years ago the first printing press was brought to the New World and taken to Mexico City, and three hundred years ago Stephen Daye printed the first book in Colonial America at Cambridge. Two hundred and fifty years ago the first paper mill in the United States was established; and April, 1940, marks the one hundred and fiftieth year since the death of our great master printer, Benjamin Franklin.

If you are interested in books, in their history and contribution to the development of our culture and civilization, you may wish to write to the Printing Anniversary Committee of the American Institute of Graphic Arts, at 285 Madison Avenue, New York City, for ideas for programs to commemorate this anniversary year. This committee is prepared to give you a portfolio of reproductions at small cost, a manual of suggestions, and copies of a twelve-minute address on the history of printing.

A Goodly Fellowship

By Mary Ellen Chase. The Macmillan Company, New York, 1939, \$2.50, 305 pages. (Teachers are entitled to a special 25 per cent discount from the purchase price.)

If you need a tonic, a mental pick-me-up, as it were, to rebuild your professional self-respect and restore your perspective, here is your book. If you are suffering from overexposure to theoretical abstractions to which you are absolutely allergic, you will be forever grateful to Miss Chase, for her teaching is not only the good life, but it is a life uncluttered by a chaos of ideas that are experimental and little else.

The road that, in thirty years, led Miss Chase from a one-room rural Maine school to Smith College is, in retrospect at least, a happy one; and the writer describes her companions and the events of the journey with lively humor.

To one reader the book's outstanding virtue lies in Miss Chase's sensible philosophy of teaching, particularly in her uncompromising emphasis upon the personal attributes of a good teacher:

We quote:

"Ten years before Mr. John Dewey, at the University of Chicago, 'ignited the flame of the current educational revolution,' fourteen years before Colonel Francis Parker lent his name to what he termed child-centered education, and a full quarter of a century before the progressive school as we know it was springing up from Massachusetts to California, this school in a remote Wisconsin valley was looking upon each child as an individual and centering all its efforts on his reasonable growth, activity, and self-expression.

"Hillside did not do this because its headmistresses had discovered something new and untried. They were instead utilizing old virtues in education, too little used, perhaps, but surely as old as when Socrates sat down to talk with young Phaedrus about the nature of love and the soul under plane trees by the river Ilissus instead of in an Athenian house of learning. They were utilizing these virtues of sympathy, understanding, patience, wisdom, and humor simply because they were sympathetic, understanding, patient, wise, and humorous women.

"Too many 'educators' today insist that the failure of what they term the old education lay in its wrong approach to children, its wrong methods, its inflexible systems. What they apparently fail to see is that the failure of any education, old or new, lies openly and, one would think, obviously, not in approach or in method but in the personality and character of those who teach. No method or lack of it can ever dim human vision and understanding; nor can all the methods or approaches of all the teachers' colleges in the universe in the slightest measure supply what was left out of certain teachers upon the day they were born. . . .

"The good teacher consciously or unconsciously recognizes the dramatic possibilities and potentialities in his profession as the mediocre or average teacher never does. He does not count it beneath his dignity to put on a show for his students; indeed, he cannot help doing this if he

would, so inextricably is he merged with what he is teaching. Thus his show is not of himself, else he becomes ridiculous and his teaching empty and useless.

"All good teachers know the experience of interesting themselves as well as their students, a proof of the fact that they are playing the part of someone vastly bigger than themselves, the part of Euclid, or of Shakespeare, or of Plato, or of whoever else has given them power and life. In the classroom of the poor or the mediocre teacher there are always three distinct and distinguishable elements: the teacher, the subject or material which he is endeavoring to teach, and the students. In the classroom of the good teacher there is no such division. The students are caught up with the teacher in a common ownership of that which he is at once interpreting and re-creating both for them and for himself, just as in a good play the audience becomes for two hours the actors and the playwright. To play a part may be for some teachers an unpalatable idea as well as term; but true it is that in the lack of the best qualities of the actor lies their failure. . . .

"The very fact that Latin and Greek were hard was to the well-brought-up children of my generation an added spur, enticement if you will. Forty years ago there was a more basic respect for work of all kinds than there is at present, and that respect in the minds of decent people was immeasurably deepened and strengthened if the work presented unusual difficulties. Today easy roads and short cuts to all manner of physical and mental accomplishments have tended to diminish that ardor for hard work with which parents and teachers were wont to instill their children and students. . . .

"I have come, in fact, to the sad conclusion that great erudition is too often clothed in dullness, that the most learned teachers are too often the most benumbing. Vividness and vitality in the presentation of one's subject seem somehow in the minds of scholars to be out of place in a graduate school, qualities too closely associated with life outside of books to be allowed entrance therein. The rare teacher, who manages to infuse personality into his lectures, who in the minds of his students will be remembered for what he was rather than for what he taught, is too often looked upon with suspicion by his colleagues in the graduate school. Popularity with one's students, it would seem, has no place there. There enthusiasm and interest are synonymous with superficiality and playing to the gallery.

"Vision, that power of awakening the imagination, of exciting one's students to know more and more, of communicating the spell under which one has lived and studied—this it is that makes great teaching."

New Adventures in Democracy

By Ordway Tead. McGraw-Hill Book Company, Inc., New York, 1939, 229 pages, \$2.

The title of Ordway Tead's new book may suggest to wary readers the avalanche of general popularized writing on the subject of democracy to which we have been subjected; but if they stop to scan a chapter or two, they will see for themselves that this volume does more than sing the praises of the democratic ideal: it suggests ways and means to achieve democratic practices in education, public service, and industry. Because the suggestions grow out of the author's own experiences in these fields, they are realistic and concise.

Seven chapters are devoted to democratic procedures in education: "Democratic Administration in Education," "A College for a Democracy," "Science Instruction in a Democracy," "College Faculties in a Democracy," "The Challenge of Adult Education," "A Social Approach to Vocational Guidance," and "Youth and Labor Unions."

All of these chapters are worthy of detailed review, but because of space limitations, we offer quotations from the last two only.

"To be held continuously at arm's length outside the door, staring at a sign saying 'No Help Wanted,' is the beginning of disaster to a society which says in effect that it is less bother to give a man a pittance than to provide him with employment.

"There was a time—a few decades ago—when a vocation was more simply come by. We need to be reminded of this in order to see how drastically different is our stance on the problem today. For today jobs derive from ownership, not any ownership that ordinary people typically control, but the ownership of relatively expensive productive resources or outlets. When those who own property (machines, materials, management skills) conclude that the use of property can be profitable to them, jobs are offered. Otherwise, they are not.

"Quite cold-bloodedly, then, the occasion whereby the great majority of our insecure fellow-citizens can function as persons and as social contributors is a matter largely beyond their direct and immediate control. Vocation may be psychically integral to modern life; but the opportunity for vocation is, by and large, economically accidental. It is determined by forces and influences in society which are uncontrolled, incalculable, and not to be depended upon.

"Surely this has a bearing upon the role played in society by that group which aims to be the custodian of the vocational approach to human endeavor. We cannot but ask, it would seem in all honesty, whether educators as experts in vocation are to stand indifferently by while the whole matter of the existence of any vocation depends upon factors which they ignore, or factors so un-

predictable as to be virtually irresponsible.

"Do we not have an urgent summons to realize that if this curious situation remains no body's business, it is in serious danger of being taken up as the business of some self-seeking demagogue who will irresponsibly make foolish but attractive promises? If some guidance toward vocation is the business of educators, surely we must get busy about the ways and means of creating vocations—let this lead where it may! . . .

"Regarding the employment openings that there are, can we as educational specialists answer our own professional questions satisfactorily? Let me put a few such questions:

"Have we in our respective localities full knowledge of jobs open, skills required, promotional possibilities, and shifts in occupation taking place?

"Do we keep such information currently accurate and use it to guide the educational and the guidance services offered to every school child in our land who seeks it or should seek it?

"Do we check vocational information from our localities with data on regional and national opportunities and trends?

"Do we seek to encourage by every conceivable means the extension of the guidance work which should properly be offered in the United States Employment Service?

"Do we think too much in terms of job placements and not enough in terms of the quality of the vocational careers which we might help employers to offer if they would take a progressive attitude toward their whole personnel policy? In other words, do we confuse jobs and vocations, and forget that under proper management even what is called unskilled work might be given a greater vocational setting by resourceful managers?

"Do we concern ourselves with the content of vocational education locally offered, to be sure it is not a mere feeder to save local employers from training costs they should rightfully assume?

"Do we understand the basic personal traits required of the majority of workers today when skills are being transferred to machines and when work attitudes and total economic morale thus become crucially more significant?

"Do we understand the part played by associations of workers—labor unions—in ministering to vocational self-respect and status and in offering to workers at least a toe-hold of participation in citizenship in the government of industry? . . .

"The reconciling of strong government, democratic government, and true freedom of individual action is not an impossibility. But to accomplish this new integration requires the desire and the thought of a better informed electorate. . . .

"At the very least we cannot longer ignore the absence of vocational opportunity. At least we

must call to public attention insistently the consequences of the present vocational vacuum on the character, well-being, and future of our younger citizens. . . .

"In a word, the time has passed when educators can pretend to be above the political battle. They must be in the very thick of it, if they want the function of vocational education and guidance to be served in a way adequate to the task. . . .

"Under its constant pressures, those in industry tend to see workers as *means to the ends of corporate success* or of union strength. All educational efforts in relation to vocation are dedicated to seeing workers as *ends in themselves*. This central focus is sound—for individuals are ends; they are persons whose welfare is crucial and is self-justified. The realization of personality is aided as people find they can make vocations out of jobs—an emphasis in industrial thinking which has to be forwarded. . . .

"What, then, is the modern youth up against in his effort to market his abilities and earn his way? He needs information, in the first place. He needs to know what occupations are available, whether they are increasing or decreasing in social demand, what talents they require, where geographically they are in demand, and what the comparative rewards from them are. He needs, further, to discover his own aptitudes and interests in relation to opportunities. He needs, later, specific information on job openings. And when he is at the point of entrance into a job he should be able to know that in each calling the newcomer at a specific job gets a definite amount, that there are definite steps in the increasing of compensation as experience is gained, that the chance is present for training for the jobs higher up, and that he is not lost and forgotten in the many blind-alley jobs which are characteristic of our advanced technology. . . .

"It is now clear, I believe, that the community itself, through schools and public employment agencies, should be so thoroughly organized as to buttress the young on a number of these points."

A.B.W.A. to Undertake Classification of Research

The American Business Writing Association is undertaking a classification of research in business writing through a committee headed by Professor Peter T. Ward, of Columbia University. Dorothy M. Johnson, assistant editor of the *BUSINESS EDUCATION WORLD*, is a member of the committee, which is to begin its work immediately.



Shorthand Practice Material

THE GREGG WRITER

★ Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER. ★

To a Reindeer Round-Up

From "Petticoat Vagabond Among the Nomads"

By NEILL JAMES

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TO A YOUNG WOMAN FROM AMERICA vagabonding about Lapland in winter, the getting to a reindeer³⁰ round-up is equally as interesting as the big event itself. The very fact that jolly old St. Nick⁴⁰ gets about his business at Christmas time driving a spanking team of reindeer makes riding behind one of these broad⁶⁰-antlered animals assume an aura of romance and adventure. I do not know how Santa Claus manages,⁸⁰ but the Lapps drive with only *one* rein.

Early on a mid-November morning I paced the cold little room of a¹⁰⁰ low rambling log house (a combination government post and inn), the last outpost on the fringe of the interior¹²⁰ of Lapland in North Finland, some 365 kilometers north of the Polar Circle. Waiting,¹⁴⁰ I thought, is an acquired virtue not wholly appreciated. The great out-of-doors was buried beneath the first¹⁶⁰ snow of winter, the silver pencil of mercury slinking tentatively several degrees below zero.¹⁸⁰ Through the double-paned window I idly watched the Lapp cook's wet wash on a clothesline stretched between two ice-encrusted²⁰⁰ birch, hanging stiffly like pieces of white cardboard pinned to a ribbon on a Christmas card. Within the dining-living²²⁰ room dimly lit by pale Arctic light, potted plants were massed on a table set against the window to receive²⁴⁰ any vagrant ray of daylight. There were tropical cactus, red geraniums and, of all things, a lovely fragile²⁶⁰ white cyclamen in full blossom, like a beautiful crisp organdie-clad shop-girl in a drab setting! Later,²⁸⁰ with the sun hidden below the rim of the world for two whole months, these healthy plants from the south would wither to straggling,³⁰⁰ bare shrunken limbs with a sickly pale leaf or two. When they were just ready to die, night would end, and the returning³²⁰ sun would instill new life. Green leaves would begin to grow. They would survive. I

stood leaning against the large circular³⁴⁰ stove which reached exactly from the floor to the ceiling like a culvert on end, thinking: people and trees in the³⁶⁰ Arctic were so hardy, but a potted plant was as helpless as a baby. The door opened. A rush of cold air³⁸⁰ rolled along the scrubbed boards of the floor like a dense fog towards the tender cyclamen. A man entered, and spoke to⁴⁰⁰ me in German.

"Do not be disturbed about the time," he said. "The Lapps are very leisurely." It was Herr Uno⁴²⁰ Wannerberg, manager of the post. To Western eyes he was clad in the most remarkable raiment—a bright-blue⁴⁴⁰ tunic piped in and banded with broad strips of green and yellow. A broad silver-studded leather belt, worn low on his⁴⁶⁰ hips—Lapp fashion—held the colorful garment in place. The tunic stopped short at the tops of his fitted fur leggings,⁴⁸⁰ appropriately made from the skin peeled from reindeer legs, and neatly bound to turned-up-at-toes fur moccasins by⁵⁰⁰ brightly colored hand-woven bands. It was a surprising enough costume for any man, but commonplace in this⁵²⁰ far-northern land, where the settlers, for the most part, dress like the Lapps when they venture abroad in the arctic winter.⁵⁴⁰ He tossed a pair of stiffly frozen fur moccasins and reindeer leggings, which he brought in from the storehouse, to the⁵⁶⁰ floor, unmitten, removed his amazing cap of the four winds, and turning to me, said:

"You must accustom yourself⁵⁸⁰ to the tempo of Lapland. The reindeer are still in the woods. Do not be impatient. All will be well."

I was glad⁶⁰⁰ to hear everything was all right. We sat at the nearby dinner table. The Lapp woman who acted as cook⁶²⁰ and general housekeeper brought in a steaming brass kettle and served two cups of salted coffee. We sipped cof-

fee,⁶⁹⁰ while from the farthest corner of the room the cook's small daughter watched from the corner of her eye. A foreigner in⁶⁹¹ Lapland is somewhat of a novelty in summer, but a winter traveller from far-away America⁶⁹⁰ had never before been seen in this section. Too, a woman travelling alone was something to be stared at.

I⁷⁰⁰ was impatient to be off. In convincing the Scandinavians that I was thoroughly competent to make⁷²⁰ such a journey, I impressed upon them the fact that I had not only travelled all about the world alone and⁷⁴⁰ scaled the important peaks of many mountain ranges, but had been skiing in the Japan Alps and in the Tyrol,⁷⁶⁰ and therefore had a first-hand working knowledge of snow. I now feared I had overconvinced them, since Herr Wannerberg⁷⁸⁰ apparently expected me to hop into a *pulkka* behind a preposterous reindeer and skim lightly⁸⁰⁰ over some fifty kilometers of Lapland *fjells* between tea time and dinner. We each drank a second cup⁸²⁰ of steaming coffee, and leisurely nibbled the delicious *Apfelstrudel* which Herr Wannerberg had taught the cook⁸⁴⁰ to bake. Two precious daylight hours had slipped by since my arrival. The pale November sun which created more color⁸⁶⁰ than light on the rim of the Arctic world at high noon, had already set. The reindeer were still in the woods.

When⁸⁸⁰ the fur clothing had thawed, the Lapp woman brought in a pile of dry grass (*suoiny*), about enough for a cow's lunch,⁹⁰⁰ and placed it near the kitchen stove. Now began the task of transforming me into an Arctic traveller. I sat⁹²⁰ on the foot-high sill which separated the living-dining room from the kitchen and removed my high waterproof,⁹⁴⁰ heavily oiled boots laced snugly over three pairs of woollen socks.

To travel in Lapland one must wear Lapp clothing.⁹⁶⁰ Herr Wannerberg was very kind and helpful in outfitting me. He sat on the floor at my feet, busily warming,⁹⁸⁰ scruffing, and rewarming the grass which he stuffed into a large pair of fur shoes (his own), which I was to wear. Two¹⁰⁰⁰ Lapp men travellers arrived, hitched their reindeer to a post outside and entered. Without removing outer skin garments,¹⁰²⁰ they sat on a bench beside the wall sipping hot coffee from saucers through lumps of sugar held between their front¹⁰⁴⁰ teeth, watching my toilette with interest. Little Kristie Saare, clutching a wobbly puppy with white fur an inch deep¹⁰⁶⁰ under her arm, climbed into the almost empty woodbox and peeped over the edge, observing with a surprised¹⁰⁸⁰ expression my clumsy effort in getting into the fur shoes. The plump cook sat at the kitchen table opposite¹¹⁰⁰ the two Lapp men, busily grinding another batch of freshly roasted coffee. We stretched the fur leggings first one¹¹²⁰ way then another to soften them, then, with Herr Wannerberg's assistance, I pulled them on over my ski suit. The¹¹⁴⁰ natives of the North are practically a socksless race, slipping the bare feet into the hay-lined reindeer-skin¹¹⁶⁰ moccasins. The two Lapps expressed satisfaction when I finally began over again, removing the leggings¹¹⁸⁰ and slipping off two pairs of heavy socks.

The mercury in the thermometer, a fixture in Arctic homes, fastened¹²⁰⁰ for observation through the window, had retreated lower, but I perspired as I struggled into furs.¹²²⁰ Finally the leggings were in place, the hay-filled moccasins pulled on.

adjusted, bound with several windings, the orange¹²⁴⁰ woollen band pulled taut and the woven binding wrapped neatly about it, making the shoe and tight-fitting leggings¹²⁶⁰ appear as one piece. Herr Wannerberg pulled out a few protruding straws, and surveyed his work with satisfaction as¹²⁸⁰ I stood up to test the feel of the hay surrounding my foot. But the job was not finished. Lapp Saare said something aside¹³⁰⁰ in Finnish as she went to the stove to drop two handfuls of newly pulverized coffee into the brass kettle.¹³²⁰ The travellers looked at my feet. Herr Wannerberg flushed, embarrassed. He began unwinding the bright bands woven¹³⁴⁰ with symmetrical upright figures which connected the fur moccasins and leggings, and detached them from the shoes.¹³⁶⁰ The woman objected to my going among the Laplanders wearing *wedta* with horizontal design,¹³⁸⁰ signifying it belonged to a man.

"People will laugh," she said, tossing to me a pair of her own feminine *wedta*¹⁴⁰⁰ with lateral design. A *wedta* was a shoe band to me, but to the Lapps it carries a world of social¹⁴²⁰ significance. Everybody was satisfied with the change. The very fine reindeer-skin *paesk*, which I had¹⁴⁴⁰ left hanging on a peg outside, was brought in and slipped over my head. The interior of this fur parka was¹⁴⁶⁰ like a cold shower. My host disappeared again through the door and across the snow to the storehouse and returned shortly¹⁴⁸⁰ with a wide leather belt long enough to encircle me twice, and fastened it about me, low slung below the¹⁵⁰⁰ waist as is the fashion in Lapland. To this he attached a foot-long hunting knife in leather sheath—for protection,¹⁵²⁰ chopping wood, scraping the runner of the *pulkka* and for many other purposes. With a fur-lined leather helmet,¹⁵⁴⁰ I was now fully dressed and ready to brave the coldest weather.

It was now time for more coffee, and the helpful¹⁵⁶⁰ cook brought in the little brass pot and served two cups. Then she lit the oil lamp, the light revealing a photograph of¹⁵⁸⁰ the Dionne Quintuplets pasted on the wall. This together with the zipper on my *paesk* hinted that Lapland¹⁶⁰⁰ was a little more in touch with the world than I had been led to believe.

My fur clothing was hot.

I sat on the¹⁶²⁰ edge of the chair, mentally trying to translate fifty kilometers into miles. How long would it take a reindeer¹⁶⁴⁰ to drag me that distance in a *pulkka* with only a half-inch thickness of plank separating me from the¹⁶⁶⁰ snow? My host sensed my thoughts.

"The reindeer are still in the woods, but all will be well and you will arrive at Aksujarvi¹⁶⁸⁰ sometime tonight in time to sleep a bit," he assured me, adjusting the wick of the hanging oil lamp. This was¹⁷⁰⁰ the first time I had any intimation that I was not to cover the entire fifty kilometers but¹⁷²⁰ only half of it before I slept. Having finished three cups of coffee, the two Lapp travellers put on their four¹⁷⁴⁰ winds caps at rakish angles and prepared to leave. Herr Wannerberg and I went outside to see them off. To slip the¹⁷⁶⁰ harness on a reindeer, untie the rein from the post, hop into the boatlike sled and be off occupied just about¹⁷⁸⁰ a minute flat. I watched them disappear on the ice up the river, each with a foot hanging overboard to¹⁸⁰⁰ balance the craft. Was there any special technique to staying in one

of these curious contraptions, really¹⁸²⁰ a cross between a boat and an ice skate? The only language we had in common was my smattering of German,¹⁹⁶⁰ which would not possibly stretch to cover the exigencies of travel by reindeer.

Poliise Isaak Walle,¹⁸⁰⁰ who was to represent the law at the reindeer round-up and with whom I was to travel, arrived. We had a friendly¹⁸⁸⁰ round of coffee with him in the kitchen. Both Walle and I sweated under our fur garments. Herr Wannerberg¹⁹⁰⁰ appeared with a beautiful pair of white reindeer mittens banded in orange and yellow, which he stuffed with warmed hay¹⁹²⁰ for me to wear. He also brought in some frozen reindeer harness, gay in fur and orange trimmings, to thaw.

In¹⁹⁴⁰ leisureliness and hospitality the people of Lapland rival the Hawaiians and the natives of the sunny¹⁸⁰⁰ South. However, although they may putter around all day and think nothing of beginning a fifty-kilometer¹⁸⁸⁰ journey by reindeer in late afternoon, once the reindeer are actually brought from the woods the speed with¹⁹⁰⁰ which they're harnessed and the traveller is off is nothing short of breath-taking. From the moment we looked through the window²⁰²⁰ and saw a Lapp emerging from the woods leading two reindeer until I was speeding up the river, seemed but²⁰⁴⁰ a matter of seconds. (2044)

(To be continued next month)

Brief-Form Letters

For Use with Chapter Five of the Manual
From "Brief-Form Drills" by Edith V. Bisbee

Dear Tom: I have an idea that a line of toys might be added to our gift shop. I know we could sell a number²⁰ of them, especially at holiday time. What do you think of the idea? Paul. (36)

Dear Paul: I like your idea about the line of toys. You might try it with a small supply of quite nice toys and²⁰ see whether it will pay. Tom. (25)

Dear Silas: I wired you Thursday night, asking you to find out who is behind the plan to raise the price of the oil²⁰ that we are using. Please wire immediately what you find out. We have appointed Horace White to inquire into¹⁰ the matter for us. Yours very truly, (48)

Dear Sir: I am quite sure that we should wait a while before taking up the kind of work you outline. Why not appoint²⁰ someone to inquire about the details and find out what will be required in the way of time and money? We might⁴⁰ then write out the plan behind it all and present it to the committee. Very truly yours, (56)

Dear Sir: Why do you think we should reduce the number of men we employ while so many thousands of men are idle?²⁰ We should, rather, inquire into every means for employing all the men we can possibly use. Yours truly, (40)

Dear Sir: It is quite out of the question to carry our high-power line out your way. If others within a mile²⁰ or two would also use power and

lights, we could carry our wires to that point; but it would hardly pay to carry⁴⁰ them out so far for the use of one family. Yours truly, (51)

Dear Sir: I am writing to inquire why your usual check did not reach us this month. Let me point out that while you²⁰ are behind with your checks we cannot give you the low price we quoted you. Why not write out the check and send it to⁶⁰ us now? Yours truly, (44)

Dear Lillian: I have been looking for the address of the company from whom we got our radio. If you²⁰ come across the address, please write and tell me where to find them. Amelia. (34)

Dear Elliot: I see no objection to considering Paul Lyons for the position we have open. Surely²⁰ we can trust him fully, and he knows our business fairly well. It would not be like employing a complete stranger.⁴⁰ Frank. (41)

Dear Sir: We have your letter of the 4th with an enclosure of a check for \$21.10 to settle²⁰ your bills of January 6 and January 14—\$9.20 and \$11.90,⁴⁰ respectively. Thank you.

We wish to take advantage of this opportunity to thank you, also,⁶⁰ for the booklet that you mailed to our office. It will receive full consideration in our future plans. Yours very⁸⁰ truly, (82)

Dear Sir: I wonder whether you would consider making use of my new store for one of your branch stores. The address²⁰ is 127 Lyon Street, on the other side of the city from your Main Street store. Another⁴⁰ big advantage is that there is no radio shop near there. I trust that you will take the first opportunity⁶⁰ to look it over. Yours truly, (66)

Dear Sir: We are receiving excellent reports of the success of our regular men in making sales of our²⁰ new machines. We are, therefore, confident that the special men will also have considerable success.

We have²⁰ already had some correspondence with dealers in the states to which you are going, so it is quite probable⁶⁰ that you will find them ready to talk business with you. Yours truly, (71)

Dear Sir: I presume that your organization is working in perfect accord with the directions of Governor²⁰ Hardy. I have already expressed my confidence in the Governor and in his power to create an⁴⁰ organization that will give serious consideration to the needs of the working people.

I am writing²⁰ to the Governor today to express again my satisfaction with the course he is following. Yours truly, (80)

What Becomes of the World's Wild Animals When They Die?

By HUGH A. STUDDERT KENNEDY

THERE IS A LEGEND among the natives of *Central Africa* that at the "back of beyond" there is a land of²⁰ lost elephants. Its origin is not far to seek, for no native has ever been able

to explain to himself⁶⁰ where the elephants go when they die. He never finds them dead in the forests unless some human hand has *destroyed*⁶⁰ them, and so he has assumed that, in some mysterious way, they, sooner or later, take the road to the lost⁶⁰ land where they live forever and ever, or die in peace.

Now, while it was not this legend which set me asking the¹⁰⁰ question which forms the caption to this *article*, it *illustrates* very clearly the difficulty of answering¹²⁰ it. I remember the query first came to me many years ago in England. In those days, I loved nothing¹⁴⁰ *better than* to go out with rod or gun and take what wood and stream and field would give me. The part of the country where¹⁶⁰ I was living was well supplied with game, and returning, maybe in the dusk of a summer evening, with my "bag,"¹⁸⁰ I remember *again and again* asking myself what *became* of all these *animals* when they died in the²⁰⁰ *ordinary* course of nature.

I asked many persons, I remember, just that question, farmers and gamekeepers and²²⁰ other people who might be expected to know, but I never got a satisfactory answer. They would tell²⁴⁰ me that rabbits, for instance, probably died in their burrows, and yet in the next breath would tell me, what indeed²⁶⁰ everyone knows, that a wounded rabbit having run to ground will come out of its burrow to die.

. . .

Well, for many²⁸⁰ years I *went* about asking this question in various parts of the world, never receiving any answer that³⁰⁰ satisfied me, and so, a few months ago, I *decided* to make more serious inquiry into the matter,³²⁰ and, determined to apply to David Starr Jordan, president emeritus of Stanford University,³⁴⁰ I wrote Dr. Jordan the following letter:

Dear Dr. Jordan:

For many years past I have been *contemplating*³⁶⁰ the writing of an article on a subject upon which I would greatly value your views. The *title*³⁸⁰ would be something like this, "What Becomes of the World's Wild Animals When They Die." Perhaps the best way of putting you⁴⁰⁰ in *possession* of my idea would be to state a concrete case.

San Francisco Bay is famous for its seagulls.⁴²⁰ Hundreds and thousands of them are to be seen following the ferries and flying over its waters. I do not⁴⁴⁰ know what the average life of a seagull is, but no matter what it is, if the *mortality* among⁴⁶⁰ seagulls is anything equal to that among human beings the waters of San Francisco Bay or its shores ought⁴⁸⁰ to be daily strewn with dead seagulls. Yet, in all my excursions about the Bay region I have never yet seen⁵⁰⁰ a dead seagull that had not been shot or *otherwise* destroyed by some humanly occasioned mischance.

Take another⁵²⁰ case, the sparrows of London are equally notorious, hundreds and thousands are to be seen in almost⁵⁴⁰ every *street*. If the mortality amongst sparrows were equal to the mortality amongst human beings,⁵⁶⁰ there really would have to be a special *scavenging department* to remove the dead spar-

rows. Yet, the finding⁵⁸⁰ of a dead sparrow choking a gutter pipe or lying in the street is so exceptional as to occasion⁶⁰⁰ comment.

Now, I have asked this question of many people in all parts of the world, always with the same *result*. They⁶²⁰ could not answer it or had never thought of it before. Occasionally, I have had people point to the fact that⁶⁴⁰ they had quite *frequently* come across dead wild animals, but they were obliged to agree that where they had found one,⁶⁶⁰ they ought to have found hundreds.

I *discussed* this whole question with a friend of mine a *short* time ago, and the other⁶⁸⁰ day he told me that he in turn had put the question to an old California rancher, who had lived sixty⁷⁰⁰ years in the wilds. My friend's experience was the same as mine. The old rancher confessed that he had never seen a⁷²⁰ dead wild animal that had died a natural death. And, he went on to recall how some sixty years ago at⁷⁴⁰ his father's ranch in the Sierra foothills, hundreds and thousands of elk used to come down at a certain season⁷⁶⁰ of the year from the mountains to shed their horns. The woods, he said, were full of them, yet, he had never in all his⁷⁸⁰ experience seen a dead elk.

I should be greatly *interested* to learn your views on the matter. I am sending⁸⁰⁰ copies of this letter to some others who, I think, would be likely to have given the matter some thought. When I⁸²⁰ have received a sufficient number of answers I am hoping to get down to the matter and deal with it⁸⁴⁰ comprehensively, that is, as comprehensively as I can from a purely layman's point of view, for I am not⁸⁶⁰ a skilled naturalist or trained in that direction from a scientific point of view.

. . .

By return mail came Dr.⁸⁸⁰ Jordan's reply. It at once set my *doubts* at rest as to whether my inquiry should be taken seriously.⁹⁰⁰ Dr. Jordan, I found, was no more enlightened than I. He wrote:

Dear Mr. Kennedy:

I have myself often⁹²⁰ wondered what becomes of the birds and animals when they die in natural death, as so many of them *theoretically*⁹⁴⁰ must. Perhaps none of them live long enough to die a natural death, for, as Mr. Seton says,⁹⁶⁰ "The life of every wild animal is a tragedy."

I have wondered even what becomes of fishes. We⁹⁸⁰ find the skeleton fossils in the rocks, but we do not find them dead on the beach or on the sea bottoms, excepting¹⁰⁰⁰ where they have been thrown out dead from nets. I have never seen a dead seagull, or any other sea bird that had died¹⁰²⁰ a natural death, though I find a good many sea bird skeletons in the Miocene rocks of Santa Barbara¹⁰⁴⁰ County.

Some of these men like Ernest Thompson Seton ought to be able to help you out. I fear that I cannot.¹⁰⁶⁰

Very truly yours,
David Starr Jordan

I have placed your letter in the hands of Professor Snyder, our best¹⁰⁹⁰ authority in bird life here. Dr. Joseph Grinnell at Berkeley is the best in the state. (1096)

(To be continued next month)

NOTE: Only the italicized words in this article of Mr. Kennedy's, which is being reprinted from the "Dear-born Independent" by special permission, are beyond the vocabulary of the first eight chapters of the Manual.

The Pedestrian's Bill of Rights

PEDESTRIANS, those defenseless souls who scurry through the jungle of city streets at the mercy of auto and²⁰ truck, might extract some consolation from the knowledge that their plight has been a matter of concern to civic⁴⁰ authorities for hundreds of years.

Exactly 271 years ago, researchers of the New York⁶⁰ City WPA Writers' Project remind us, the city fathers of New York met in solemn conference and⁸⁰ decided that the pedestrian also has a right to live and that something should be done to assure him that¹⁰⁰ right. And so the ordinance of 1668, one of New York's first traffic regulations, was passed:¹²⁰

"The cartmen are permitted to ride on their carts, on condition of driving slowly, and forfeiting their horse and¹⁴⁰ cart in case of injury to any person; and in case any person should be killed, the life of the cartman¹⁶⁰ to be under the lapse of the law." (166)

The White Weasel

A True Indian Story

By HAMLIN GARLAND

PART II

IN THE brilliant moonlight,¹⁰⁰⁰ in the half-excavated cellar a dozen red men were busily at work, digging and wheeling dirt, intent¹¹⁰⁰ and furtive.

White Weasel, with his slender fingers gripping the handles of a big wheelbarrow, was trying to¹²⁰⁰ run a load of dirt up a slippery plank. He could not safely guide his load and each time as he reached the middle¹³⁰⁰ of the bellying board, his machine broke from his hold and tumbled back into the cellar.

Each time this happened the¹⁴⁰⁰ others laughed softly and muttered jokes, but set to work at once to fill his barrow again. The fourth time he succeeded¹⁵⁰⁰ in getting safely out and all applauded him.

For a long time the contractor sat there watching these strange beings¹⁶⁰⁰ at their toil, trying to understand them. He saw them turn their blistered hands to the light of the moon, and when they¹⁷⁰⁰ stopped to rest and smoke they compared their aches and pains like a group of boys. What was the meaning of all this? Why did they¹⁸⁰⁰ coldly ignore their toiling women in the

daytime and come, themselves, to work in the night?

The contractor was not¹⁹⁰⁰ a dull man, and something in the tones of the toilers and in the stillness and beauty of the night enlightened him.²⁰⁰⁰ He acknowledged certain misgivings. Perhaps he had done these red men an injustice. He knew little of their inner²¹⁰⁰ thought, nothing of their tribal laws, but he began to understand something of the mighty chasm which separated²²⁰⁰ them from the white man's world. He went back to bed with a determination to acquire an understanding²³⁰⁰ of the rigid customs which governed these people.

The next morning the women returned to work as usual, stronger²⁴⁰⁰ and more cheerful than ever, but not a single red man came by.

The contractor mused on the business of the²⁵⁰⁰ night, which seemed more and more like a dream, and when later in the day White Weasel came sauntering by, stately as ever,²⁶⁰⁰ immaculate, nonchalant, the bluff white man held out his hand. 'Hello, White Weasel. How are you feeling this fine²⁷⁰⁰ morning?'

The chief gave his hand reluctantly and as the white man gripped it, he winced with pain. The contractor laughed. 'Hand²⁸⁰⁰ sick, eh!—You're all right, my boy. I'll see you get paid for last night's work. I don't know what your idea is but so long²⁹⁰⁰ as you work I don't care *when* you do it.'

White Weasel could not understand a word the contractor said, but he³⁰⁰⁰ understood his smile. He walked away wondering what had made the white man so friendly.

Calling Hugh McDonald, the half-³¹⁰⁰breed interpreter, Smith said, 'See here, Mac, I want you to explain something. Will you tell me why those idiot redskins³²⁰⁰ won't work with people lookin' at 'em?'

'It is because they are afraid of being laughed at,' replied the interpreter.³³⁰⁰ 'You see, Injuns can't do squaw work. Squaws wouldn't let 'em. Man have his work, woman have her work. White Weasel is³⁴⁰⁰ a chief. In the old time Chief had plenty meat, plenty ponies. He go hunt, take care ponies, go in battle. Women³⁵⁰⁰ work round tepee. Now no hunt, no war, White Weasel nothing to do. If he dig dirt like squaw, people laugh. White man point³⁶⁰⁰ his finger at him, red man no like that, so he come in night and dig, mebbe so no one see. Help women earn money,³⁷⁰⁰ buy flour, coffee. So it is.'

'I see, I see,' mused the contractor. 'Well, you tell him that I will pay him for his³⁸⁰⁰ work last night and night before, although I don't know how long he worked. If he wants to come and dig at night I'm agreeable³⁹⁰⁰ and I won't say anything about it if he'd rather I wouldn't. You get the names of all the men who⁴⁰⁰⁰ worked and I'll see they're paid hereafter—just the same as if they worked with the squaws in the daytime.'

Thereafter till the⁴¹⁰⁰ cellar was complete White Weasel appeared at the agency only late in the day and the hand in which he held⁴²⁰⁰ his cigarette trembled a little at times, and the slow grace of his step had a perceptible halt, but his face⁴³⁰⁰ was as calm and his dress and manner as patrician as ever.

The white man's road was long and dark and

painful but¹¹⁰⁰ White Weasel had entered upon it. He was already the leader of his people. (1775)

(The End)

In the College of Hard-Knocks

From the "Mutual Underwriter"

"SOONER or later a man, if he is wise, discovers that business life is a mixture of good days and bad,²⁰ victory and defeat, give and take," observes Wilfred A. Peterson, in the *Washington Review*.

"He learns that it does⁴³ not pay to be a sensitive soul—that he should let some things go over his head like water off a duck's back. He⁶⁰ learns that he who loses his temper usually loses out. He learns that all men have burnt toast for breakfast now⁸⁰ and then and that he shouldn't take the other fellow's grouch too seriously. . . .

"He learns that most of the other fellows¹⁰⁰ are as ambitious as he is, that they have brains that are as good or better, and that hard work and not cleverness¹²⁰ is the secret of success. . . . He learns to sympathize with the youngster coming into the business, because he¹⁴⁰ remembers how bewildered he was when he first started out.

"He learns not to worry when he loses an order¹⁶⁰ because experience has shown that if he always gives his best his average will break pretty well. He learns that¹⁸⁰ no man ever got to first base alone and that it is only through co-operative effort that we move on²⁰⁰ to better things. . . . He learns that the folks are not any harder to get along with in one place than in another²²⁰ and the 'getting along' depends about ninety-eight per cent on his own behavior." (235)

Actual Business Letters

Mrs. C. A. Rader
2820 21st Avenue
Astoria, Oregon

Dear Mrs.²⁰ Rader:

Tom, the new man of all work from the big house around the corner, was in the drugstore talking over⁴⁰ the telephone.

"Hello," he shouted, "that you Mr. Jones? I saw your ad for a man in the paper two weeks ago.⁶⁰ Are you satisfied with the fellow you got? You are? All right, sir, thank you, sir."

"It's too bad someone has the job,"⁸⁰ said the druggist, who was always ready to sympathize with a needy job hunter.

"Oh, that's all right, boss," Tom assured¹⁰⁰ him, "you see I'm the guy that got the job two weeks ago and I was just checkin' up on myself."

This was the¹²⁰ case as far as your laundry requirements were concerned—we thought we had the job but apparently we don't any¹⁴⁰ more. Maybe you've just forgotten us; maybe you've a reason—in that event, we are anxious to get our old job¹⁶⁰ back. This will remind you to give us a call if you have just forgotten us. If you have a

grievance, let us have¹⁸⁰ an opportunity to make things right with you!

Just call Main 2600 or use the enclosed envelope.²⁰⁰ We have 12 trucks in service—one of them is just around the corner from you any time you command.

Won't you let²²⁰ us hear from you in time for this week's wash?

Very truly yours, (231)

Mr. Edward H. Davis
Morris Chemical Laboratories
1025 Broadway
Kansas City,²⁰ Missouri

Dear Mr. Davis:

We hope that you will be able to make use of the enclosed guest card for the⁴⁰ Exposition of Chemical Industries at the Auditorium on the 4th to the 9th of next month. There⁶⁰ will be over three hundred informative exhibits shown, featuring demonstrations of raw materials,⁸⁰ products, processes, machinery, and apparatus.

Come and see the latest improvements, many of which may¹⁰⁰ have an important bearing on the future operation of your business. In no other way can you acquire¹²⁰ valuable information in such a short period of time. We shall hope to see you at our booth during¹⁴⁰ the show.

Cordially yours, (144)

By Wits and Wags

A SIMPLE COUNTRYMAN saw a gaudy-plumaged parrot on the roof of his cottage.

He climbed up to capture it.²⁰

The parrot looked at him sharply. "What do you want?"

The countryman touched his cap. "Beg pardon, sir. I thought you was a bird!" (40)

. . .

HE: If I should steal a kiss, would it be petty larceny?

She: No, I think it would be grand. (16)

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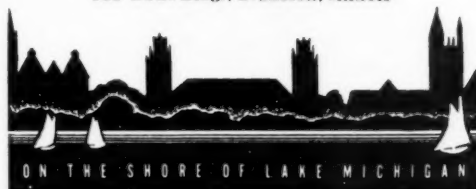
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"THERE is no such word as *fale*" wrote a boy on the school blackboard.

"Why don't you correct him?" asked a visitor of the²⁰ teacher.

"His statement is absolutely correct." (29)

• • •

"I SUPPOSE," said the lady to the tram-conductor, "if I pay the fare for my dog he will be treated the same²⁰ as the other passengers and be allowed to occupy a seat."

"Of course, madam," the conductor replied⁴⁰ politely, "he will be treated the same as other passengers and can occupy a seat provided he does not⁶⁰ put his feet on it." (64)

• • •

JOHNNY, on his ninth birthday, had had a party. It was all over, and he was now gazing wistfully at the²⁰ remains of the cake.

"Mother," he said, "may I have a piece of cake, only a small piece, please?"

"No," replied his mother.⁴⁰ "You've had quite enough."

"Well, may I sleep with a bit under my pillow?" asked the boy.

"Very well. Here you are, and⁶⁰ remember to keep it under your pillow. Now run along to bed."

On going up to Johnny's room some time later,⁸⁰ his mother was amazed to see Johnny sleeping peacefully with the pillow over his stomach. (97)

April Transcription Project

At Your Service, Sir:

If you need something done in a hurry, if your office boy didn't show up this morning, or²⁰ if he is always busy at something else when you want him to run a special errand, just call our Rush Messenger⁴⁰ Service and I'll be there in a jiffy. I represent a smartly uniformed corps of experienced and⁶⁰ dependable messengers.

You will find it convenient and economical to use me often—to run last⁸⁰-minute copy or mats to newspapers or advertising agencies—to deliver blueprints, legal papers,¹⁰⁰ notes, gifts, and packages of all kinds, to answer the telephone, act as temporary office boy, bring your lunch¹²⁰ to you, go for keys or brief case you left at home or to do any of the thousands of odd jobs that pop up during¹⁴⁰ a business day. Rates for my services are very reasonable, according to distance or by the hour.¹⁶⁰ I shall appreciate your passing this note around your office so that everyone will know what I can do¹⁸⁰ for you. (181)

Mr. Executive:

At his office this morning, a big drug magnate was fascinated with a luminous²⁰ cap for tooth-paste tubes but asked: "Who brushes his teeth in the dark anyway?" After lunch, he reviewed the research⁴⁰ laboratory budget and rejected the treasurer's recommendation to retrench. Development on⁶⁰ 42-B must go on. At home, he found his wife on the sofa surrounded with medi-

cine bottles, and sighed with¹⁰⁰ relief when his small daughter shouted: "You play drugstore boy, Daddy, I'm the doctor."

Sure, business is swell, but it's living¹⁰⁰ that really counts and the fun of living is not confined to those who can afford to override the¹²⁰ treasurer himself! Whether you sell mouthwashes or mattresses, the market that counts is made up of people with the¹⁴⁰ desire and the where-withal to buy. We have gained over a million and a half of just such readers since¹⁶⁰ 1933! Doesn't that make our pages a profitable market place for your wares?

We ask you! (179)

The Swallow in Chancery

(April Junior O. G. A. Test)

A SWALLOW had built her nest in the eaves of a court of justice. Before her young ones could fly, a serpent gliding²⁰ out of his hole ate them all up. When the poor bird returned to her nest and found it empty she began a great wailing;⁴⁰ but a neighbor suggested, by way of soothing her, that she wasn't the first bird that had lost her young. "True," replied⁶⁰ the bereaved mother, "but it isn't my little ones that I grieve for, but that I should have had this wrong happen⁸⁰ to me in a place where the weak fly for justice." (87)

A Halo Around Your Job

(April O. G. A. Membership Test)

TO DO GOOD WORK we should hang a halo around our daily task. We ought to idolize our work. Whether one²⁰ is setting type, selling goods, typing a test, designing furniture or managing a business, he should do his⁴⁰ work in the spirit of a man creating a work of art.

An Italian violin maker, living a⁶⁰ century or two ago, produced with painstaking care more than one thousand violins. Many hundreds of them⁸⁰ still exist and sell for amazing sums of money.

In the lines which he wrote we may glimpse the secret of his power¹⁰⁰ to do his task so well. He wrote: "When a man holds between his chin and hand a violin of mine, I want him to¹²⁰ be glad that I lived, made violins, and made them of the best; for while the Creator gives them skill I give them the¹⁴⁰ violins to play upon, the Maker having chosen me to help him. If my hand slackened, I would not be doing¹⁶⁰ the work that was given to me to do well." (168)—*The Silver Lining*.

ENROLLMENT in junior colleges in the United States has doubled in the last seven years, according to the 1940 Junior College Directory, just issued by the American Association of Junior Colleges.

Enrollment has increased from 155,588 to 196,510 in the last year. This increase of 26.4 per cent is the greatest ever reported,

according to Walter C. Eells, secretary of the Association. There are 19 more junior colleges than were reported a year ago.

California leads the nation, with 64 junior colleges enrolling 73,669 students. Other leading states are Texas, with 40; Iowa, 36; Oklahoma, 29; Missouri, 24; Kansas, 24; Illinois, 23; Pennsylvania, 23; Mississippi, 21; North Carolina, 21; and Georgia, 20.

A junior college, it is explained, is one that gives work of college or university grade for two years beyond high school. Twenty-seven of these institutions include, also, the last two years of high school.

The largest junior college is the San Bernardino Valley Junior College in California, which has 8,317 students. This number includes 7,499 special students, most of whom are adults. Los Angeles City College, with 6,687 full-time students, has the largest full-time enrollment of all junior colleges in the country.

There are 33 junior colleges in the country with enrollments of more than 1,000. The size that is most general is between 100 and 200, in which group there are 153 reported.

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- Visiting instructors of national reputation
- Planned recreational and industrial trips
- Business Education Conference, June 26 and 27

Two terms: June 17-July 19:
July 22-August 23

For additional information, address

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